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ABSTRACT

A manual containing some tools helpful to communities as they begin to organize the concept of Community Coordinated Child Care (4-C) is presented. It represents the present state of the art. The purpose of a 4-C Guide is to present flexible model, since the situation in each community and state is unique. Section I discusses the organizing process of 4-C. Section II covers human resources for 4-C committees. Section III presents selected basic documents developed by 4-C pilot projects. Section IV gives a list of references. (Author/CK)

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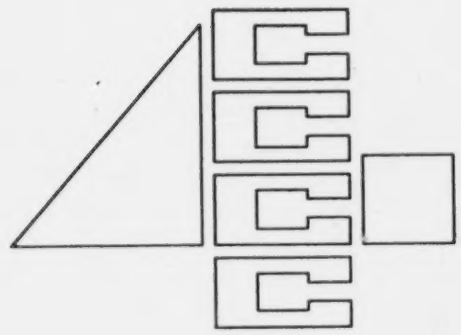

# GUIDE AND RESOURCES FOR THE COMMUNITY COORDINATED CHILD CARE PROGRAM

PS 005387

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Child Development 1971

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# INTRODUCTION

## Content

As more and more communities mobilize and coordinate their resources for the effective delivery of child care services, the need for technical assistance materials becomes urgent. Under the HEW Grant, H-3182, the Day Care and Child Development Council of America, Inc.[1/] (DCCDCA) prepared a series of publications which introduces the concept of Community Coordinated Child Care (4-C), describes the organizational process leading to the establishment of local and State 4-C Committees, and lists resources available to the 4-C effort.

However, all of the publications in the series have not yet been completed. Rather than hold off distribution, it was decided that the materials presently available would be printed in loose leaf form and distributed. As additional items are printed, they can be added to the present collection.

In addition to the materials prepared by DCCDCA, a section on the organization of 4-C at the Federal level (Sec. I, Ch. 1) and a recognition checklist (Sec. I, Ch. 4) is included. Organizers and coordinators for 4-C will find the checklist a useful tool in assessing their readiness to apply for recognition. To learn what formal procedures for recognition are required, it is necessary to contact your Regional office. (See Appendix for addresses)

## Purpose

Those who are familiar with the 4-C program will notice that the publications compiled here contain a number of policy statements. This does not mean, however, that this issuance is a policy manual. Rather it is meant to provide some tools helpful to communities as they begin to organize 4-C. It represents the present state of the art, which of course, is not definitive. As policy issuances are forthcoming, material in this Guide will be clarified, expanded, or corrected. Moreover, the purpose of a 4-C Guide is to present flexible models rather than rigid guidelines as far as organizing is concerned, since the situation in each community and state is unique.

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1/ Day Care and Child Development Council of America, Inc.
1426 H Street, N.W., Washington, D.C.

# SECTION I

# ORGANIZING 4-C

Chapter 1

Federal 4-C Organization

In 1968, the Federal Panel on Early Childhood was established as an inter-Departmental coordinating mechanism. It currently consists of representatives from: the Departments of Labor; Housing and Urban Development; Agriculture; Defense; Commerce; Interior (Bureau of Indian Affairs); Health, Education, and Welfare; the Office of Economic Opportunity; and the Office of Management and Budget.

The functions of the Panel are to:

1. Insure that federal research, training, and technical assistance funds are made available in ways which strengthen every program.

2. Create and promote a common set of standards for children's services, especially day care.

3. Involve all agencies--State and local, public and private--in constructive planning.

## FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

Among the priorities of the Panel was the development of a common set of program standards and regulations for day care services. The Panel invited experts in the fields of health, education, and social services, to develop requirements applicable to all day care programs sponsored and all facilities used by organizations receiving Federal funds. The requirements were reviewed by State and local agencies, and were subsequently approved by the Office of Economic Opportunity, the Department of Labor, and the Department of Health, Education, and Welfare on September 23, 1968. The Federal Interagency Day Care Requirements relate to Federally funded family day care homes, group day care homes, and day care centers, and are not to be confused with the regulatory standards established by States and communities for the protection of children. In the fall of 1970, the Panel convened another group of experts and professionals to revise and up-date the requirements, inviting comments from State agency personnel and other persons. The revised document will be issued in the summer of 1971.

## 4-C STANDING COMMITTEE

Another task of the Panel was the coordination of all programs which provide services to children and their families. Coordinative mechanisms were to be established at every level of operation, local, State and Federal Regional. To facilitate this work, the Panel established the 4-C Standing Committee.

The Committee is responsible for formulating policies to be approved by the Panel which apply to the implementation of the Community Coordinated Child Care (4-C) concept, for addressing itself to new developments which may stem from proposed legislation in child development education, and for developing the administrative procedures for 4-C. The Committee consults with the Federal Regional Committees on all phases, and reports regularly to the Panel on progress and evaluation.

More recently, in accordance with the development of national demonstration projects in coordination, the 4-C Standing Committee has added two new responsibilities:

1. The formulation of strategies for overall coordination of programs that provide services to children and their families.

2. Assisting Federal Regional Committees in developing strategies to implement this coordination at the local level.

The Committee's membership is made up of representatives designated by each Department represented on the Panel. The Committee members endeavor to provide departmental comments on all substantive issues. They have agreed to work in unanimous fashion and to take no unilateral action without full exploration of the issues with the full Committee.

The 4-C Standing Committee is chaired by the Office of Child Development, which was created by Executive Order in 1969 and charged with coordinative responsibilities in the field of child development for the Department of Health, Education, and Welfare. Staff work for the Committee is provided by the Office of Child Development through the 4-C Division, created for this purpose.

## FEDERAL REGIONAL COMMITTEES

Federal Regional Committees (FRC) have been established in each of the ten Federal DHEW Regions. The FRC's are chaired by the DHEW Assistant Regional Directors for the Office of Child Development or their delegated representatives.

As the Federal Regional voice for children, the Federal Regional Committees:

1. Promote and support the development of comprehensive, coordinated services for children and their families in the States and communities.

2. Serve as regional clearinghouses for information on 4-C, Federal funding sources available for child care services, and development of programs related to coordinated child care services.

3. Monitor and evaluate organizational and programmatic development.

4. Review and recommend for approval requests for research and training grants.

5. Identify legislative needs, local resource needs, and problems in program implementation.

6. Review and approve applications for 4-C recognition.

Similar to the Federal Panel, the FRC's include representatives from the major governmental departments involved in child development programs. Representatives from recognized State 4-C committees and parent-consumers are members of FRC's in some Regions. The latter are generally drawn from community organizations representing parents and sometimes from local 4-C committees.

Staff work for the FRC is provided by the Regional Office of Child Development, which is also responsible for providing technical assistance to States and communities as they work to establish 4-C organizations. OCD calls on the expertise of the Federal Regional Committee and other Federal staff as needed.

## FEDERAL INDIAN COMMITTEE 4-C

The Federal Indian 4-C Committee, established to provide special attention to the service needs of children on Indian Reservations, functions in the same way as the Federal Regional Committees and has a similar membership. It is chaired by the Chief of the Indian and Migrant Division, Bureau of Head Start and Early Childhood in the Office of Child Development in Washington, D.C.

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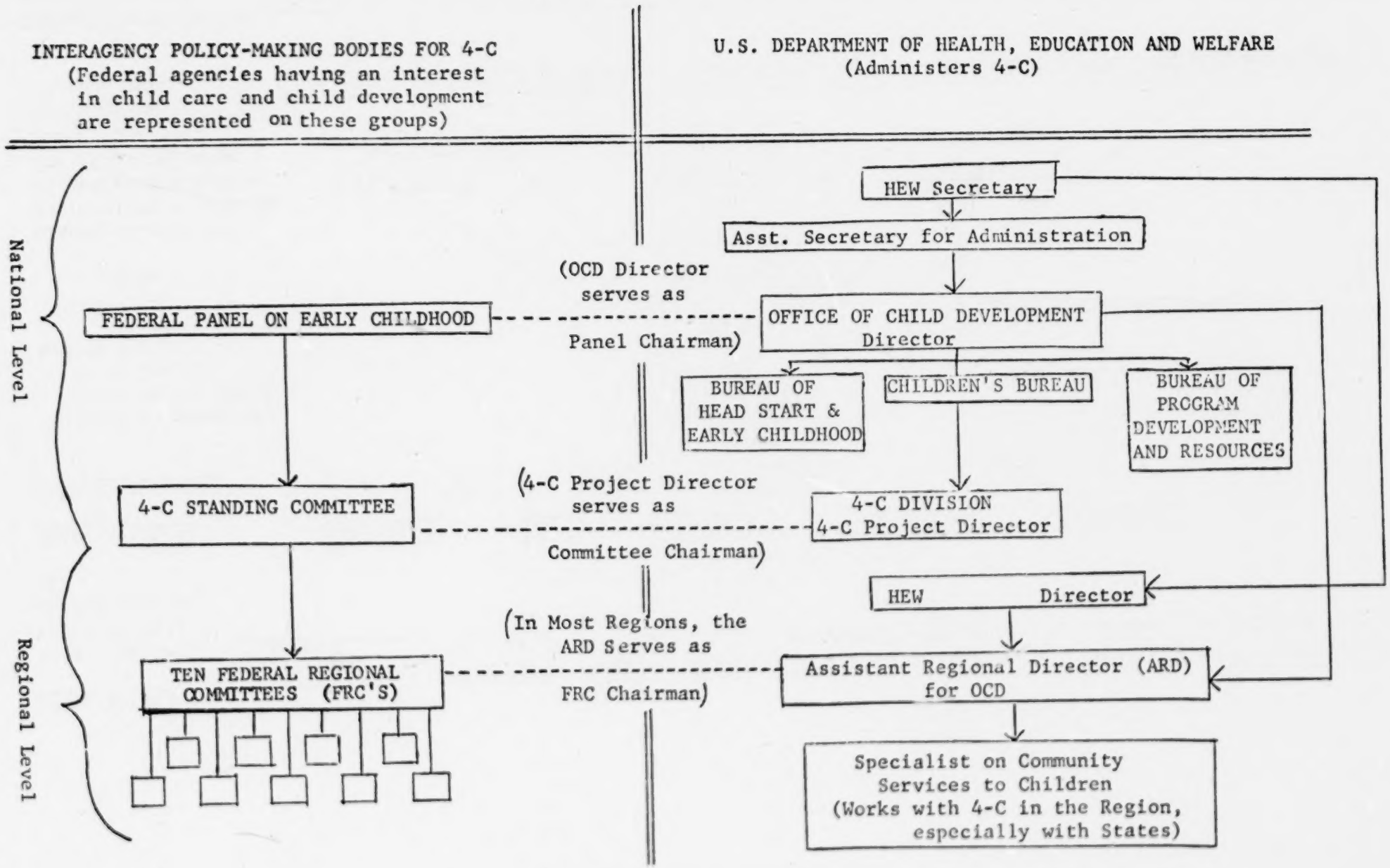
4-C Policy-Making and Administrative Responsibilities


INTERAGENCY POLICY-MAKING BODIES FOR 4-C
(Federal agencies having an interest in child care and child development are represented on these groups)
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
(Administers 4-C)
National Level
Regional Level
HEW Secretary
Asst. Secretary for Administration
FEDERAL PANEL ON EARLY CHILDHOOD
(OCD Director serves as Panel Chairman)
OFFICE OF CHILD DEVELOPMENT
Director
BUREAU OF HEAD START & EARLY CHILDHOOD
CHILDREN'S BUREAU
BUREAU OF PROGRAM DEVELOPMENT AND RESOURCES
4-C STANDING COMMITTEE
(4-C Project Director serves as Committee Chairman)
4-C DIVISION
4-C Project Director
HEW Director
(In Most Regions, the ARD Serves as FRC Chairman)
TEN FEDERAL REGIONAL COMMITTEES (FRC'S)
Assistant Regional Director (ARD) for OCD
Specialist on Community Services to Children
(Works with 4-C in the Region, especially with States)

ORGANIZING A 4-C PROGRAM

LOCAL GROUPS

Join Together and with help and/or approval of:

- Community Action Agency
- Welfare Dept
- Model Cities Agency
- Private Agencies
- Board of Education
- Health Dept.
- Employment Service

STATE AGENCIES and FEDERAL AGENCIES

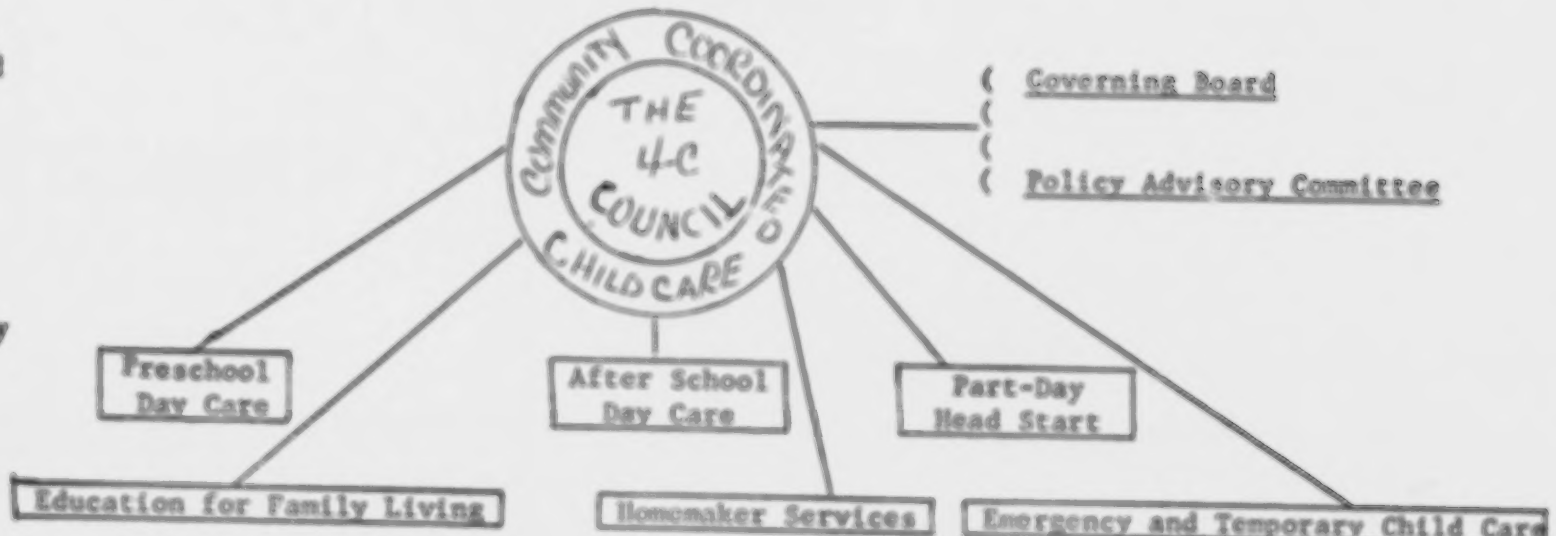
- Welfare
- OEO
- Health
- Education
- Manpower
- HEW
- OEO
- Labor
- HUD

Form a Community Coordinated Child Care Council

4-C COUNCIL

which

plans, coordinates, administers a variety of programs eligible for financing from Federal, state, and local as well as private funds.




Through coordinating agreements with public and private organizations.

- Community Action Agencies
- Head Start Centers
- Boards of Education
- Health Dept
- Welfare
- Voluntary Agencies
- Neighborhood Service Centers
- Church Groups
- Proprietary Organizations & Individuals
- Employer and Labor Groups

## Chapter 3
## Community 4-C Organization

### THE 4-C PROCESS

You are an agency representative, a proprietary day care center operator, a parent, a professional, or a private individual interested in services for children, and you have heard about 4-C -- Community Coordinated Child Care.

You understand that 4-C is a workable approach to the coordination of child care services, you also realize that the key to success of 4-C lies in the involvement of the community. Basically, 4-C is accomplished by the community for itself. It provides a means of focusing community resources on the development of adequate child care services.

You want to learn how to go about organizing 4-C in your community.

In other publications[1], the 4-C concept is generally described, as well as the contribution that various community groups can make to 4-C. The benefits of participation are also discussed. In this document, you will find a more specific presentation of the steps involved in setting 4-C in motion in your community. The discussion draws on the experience of 24 pilot 4-C programs instituted by communities and States throughout the country in the past several years. It concentrates on local efforts (State 4-C organizing is described in another publication).

Field experience in the pilot projects has shown that Community Coordinated Child Care works -- 4-C programs at the local and State level can point to a list of specific achievements:

- Improved child care services
- Mobilization of community resources in behalf of children
- Smoothing of administrative relationships between local and State and Federal programs
- Involvement of parents in policy decisions concerning child care

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[1]These publications and others can be obtained from your Federal Regional Committee (see list in the Appendix) or from the Office of Child Development, Box 1182, Washington, D.C. 20013.

- New sources of funding for children's programs, coordinative efforts, and administrative costs

For similar accomplishments in your community, you must undertake the same or similar processes that other 4-C communities have found effective. The essential steps include:

- Seeking out all interests that should be represented on a community-wide coordinating body concerned with services for children, and getting them to meet together.

- Arriving at a common understanding of the purposes of 4-C for the specific community concerned, and agreeing on goals.

- Setting up a work plan and effective administrative machinery to realize this plan.

Cooperation the Key

Cooperation and mutual trust among the various elements of the community that hope to improve children's services are essential to the success of a 4-C effort. This means that a 4-C committee must be prepared to deal with suspicision of the 4-C concept of Federal programs in general, jealousy among agencies and other groups, and conflicts over community goals and priorities.

To resolve these problems, the 4-C group must make a vigorous effort to be a neutral meeting ground for all interest groups. The goal of the Committee should be to represent all interests and refrain from identifying solely with any of them. An atmosphere must be created in which various interests can communicate honestly about their own needs and resources and those of the community. Any other coordinative body already existing in the community may require assurance that 4-C intends to interact with such organizations, not conflict with them.

All concerned must be convinced that 4-C not only promotes the interest of children, and the community but serves the self-interest of participants as well.

Community Size

Pilot experience has shown that the size of a community has an important effect on the development and effectiveness of a 4-C committee. For instance, several rural counties may join to

to form a single regional or multi-county 4-C council based on accessibility, natural geography, or a State planning arrangement. Large, complex metropolitan communities of perhaps a million or more population, however, should be considered not as one, but as many communities. A 4-C committee might be organized in each of the natural or political divisions of a big city, and a city-wide association formed to embrace all the committees.

Whether a 4-C is multi-county effort, a single small-town committee, or one of many groups formed in a large metropolitan area, the basic process for forming a committee is essentially that described in this document.

## WHO ARE THE PARTICIPANTS?

In most pilot communities, a single agency took the lead in getting 4-C started. In three pilots, Health and Welfare Councils (supported by United Funds) did the initial work. Elsewhere, Community Action Agencies (CAA's) convened 4-C or existing citizen groups concerned about day care called the first 4-C meetings. The initiator might also be the Mayor's office or another public official. Clearly, any person or group in the community willing to put in the necessary time and effort can get the ball rolling.

It is interesting to note that, prior to 4-C, few pilot communities had broadly based organizations concerned about children. An early meeting in one city brought together the heads of the two largest day care centers in the city. Although one person had been in business for 22 years, and the other 12, they had never before met! Such a situation might well exist in your community. In any case, all agencies and associations prominent in the local child care field should be included in the 4-C effort from the start.

The major membership categories on local 4-C committees are:

Parents
Public and private agencies
Voluntary Organizations
Individuals (businessmen, educators,etc.)

A breakdown of membership on local 4-C pilot committees appears in Figure 1. Because 4-C is intended to coordinate existing (as well as potential) child care efforts in a community, its guidelines require that the member agencies on a 4-C committee represent at least 50 percent of the total Federal funds received in the pre-

Figure 1 Membership of Local 4-C Pilot Committees: A Breakdown

NOTE: This chart is based on incomplete data in DCCDCA files. It was not possible to ascertain the exact make-up of all 4-C committees. The absence of a "Y" (Yes) or "N" (No) in a space indicates that definite information was not available -- a blank space does not imply the absence of such members on that committee. A "Y" is simply positive, but "N" could either mean that the agency or organization listed is not a 4-C member, or that no such group exists in that pilot. Furthermore, the list of categories is not exhaustive; a few categories are omitted, either for purposes of simplication or for lack of information. (As of August 31, 1970)

| CATEGORY OF MEMBERS | HOLYOKE, MASS | WESTCHESTER, N Y | LOUISVILLE, KY | ATLANTA, GA | MIAMI, FLA | FLINT, MICH | WICHITA, KANS | SAN ANTONIO, TEX | DENVER, COLO | HELENA, MONT | MISSOULA, MONT | LOS ANGELES, CALIF | PORTLAND, OREG | SEATTLE, WASH | NATIONAL PILOTS: TUPELO, MISS | NATIONAL PILOTS: ZUNI, N. MEX** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PARENTS | | | | | | | | | | | | | | | | |
| Head Start programs | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Private centers | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | | Y | Y | | |
| AFDC recipients | N | | Y | Y | Y | | Y | Y | Y | Y | Y | | N | Y | | |
| Parent Teacher Assn. | Y | | | Y | | | Y | | Y | Y | Y | | N | N | Y | |
| Retarded Children's Assn. | Y | | | | Y | | Y | Y | N | | Y | | N | N | N | |
| CHILD DEVELOPMENT CENTER DIRECTORS* | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| PUBLIC AGENCIES | | | | | | | | | | | | | | | | |
| Community Action Agency (Includes Head Start) | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | |
| Employment Security Dept. | N | N | Y | N | Y | | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| Department of Public Health | Y | Y | N | Y | | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | |
| Mental Health Dept/ Mental Retardation Office | N | Y | N | N | N | Y | Y | Y | Y | N | Y | N | N | N | Y | |

* Representatives of publicly supported, private non-profit, and proprietary centers.

** The Zuni pilot committee is in process of being organized.

(cont )

Figure 2 Membership of Local 4-C Pilot Committees: A Breakdown (cont.)

| CATEGORY OF MEMBERS | HOLYOKE, MASS | WESTCHESTER, N Y | LOUISVILLE, KY | ATLANTA, GA | MIAMI, FLA | FLINT, MICH | WICHITA, KANS | SAN ANTONIO, TEX | DENVER, COLO | HELENA, MONT | MISSOULA, MONT | LOS ANGELES, CALIF | PORTLAND, OREG | SEATTLE, WASH | NATIONAL PILOTS: TUPELO, MISS | NATIONAL PILOTS: ZUNI, N. MEX* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC AGENCIES (Cont.) | | | | | | | | | | | | | | | | |
| Model Cities agency | Y | N | N | Y | Y | Y | Y | Y | Y | | N | N | N | Y | Y | N |
| Municipal housing authority | | | Y | Y | Y | N | N | Y | N | N | N | N | N | Y | N | N |
| School districts | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dept of Welfare, Social Serv. | Y | Y | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Child and Family Services, Child Welfare Division | N | Y | Y | Y | Y | Y | Y | Y | Y | | Y | | | Y | Y | Y |
| PRIVATE AGENCIES | | | | | | | | | | | | | | | | |
| Catholic Charities | N | Y | N | N | Y | Y | Y | Y | N | Y | N | N | N | N | N | N |
| Day Care Assn. | Y | Y | Y | Y | Y | N | Y | Y | Y | N | Y | N | Y | Y | N | |
| Health and Welfare Council | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | N | |
| Mental Health Assn. | Y | Y | N | Y | Y | N | Y | Y | N | N | N | N | Y | N | Y | |
| YWCA | Y | N | N | N | Y | Y | Y | Y | N | N | Y | Y | N | Y | N | |
| YMCA | N | N | N | Y | Y | Y | N | | N | Y | Y | N | N | N | N | |
| VOLUNTARY ORGANIZATIONS | | | | | | | | | | | | | | | | |
| Assn/Early Childhood Educ. | N | Y | | Y | Y | | Y | Y | Y | N | N | | N | N | N | |
| Assn/Proprietary Operators | N | Y | Y | Y | Y | Y | N | | Y | | N | | N | Y | N | |
| Chamber of Commerce/ National Alliance of Businessmen | N | | | Y | | | Y | Y | Y | | N | | Y | Y | Y | |
| Junior League | N | Y | N | N | N | Y | Y | Y | | | N | | Y | Y | N | |
| Labor unions | Y | | N | Y | | | Y | | Y | Y | N | | Y | N | | |
| National Council of Jewish Women | N | Y | Y | | Y | Y | N | | Y | | N | | Y | N | N | |
| INDIVIDUALS | | | | | | | | | | | | | | | | |
| Businessmen/industrialists | Y | Y | | Y | | Y | Y | Y | Y | | N | Y | Y | Y | Y | |
| Early childhood educators | Y | Y | Y | Y | Y | Y | Y | Y | Y | | Y | Y | Y | Y | Y | |
| Elected officials (city councilmen, etc.) | Y | | | Y | | | Y | Y | Y | | N | Y | Y | N | Y | |

* The Zuni pilot committee is in process of being organized.

vious fiscal year for day care and preschool programs in the community. Thus, a 4-C pilot needs the cooperation of the major local agencies administering Federal programs, such as Community Action Agencies, Welfare Departments, and Model Cities agencies.[2]

Parents being served by child care programs must make up at least one-third of any 4-C policy committee, according to 4-C program guidelines. Most 4-C committees sought parents from child care centers: public, United Fund-supported, and proprietary. Often a wide variety of parent interests from all neighborhoods and all local programs were represented, including retarded or handicapped children, foster care homes, cottage parents in institutions, single parents, PTA's and Headstart Follow-Through groups.

Active parent participation helps assure that programs actually serve the real needs of children and the community, supplying a needed note of practicality. They can encourage other parents to take an active role in planning services and spread the word about 4-C and child care at the neighborhood level. Those parents who participate in 4-C have a unique opportunity to share in planning that affects the lives of children in their community -- through policy making, program management and operation, and allocation of funding and other resources.

## INITIATING THE 4-C PROCESS

The key to success for 4-C is drawing together all the elements previously mentioned into an effective committee for the broadest possible community representation.

The steps in the process of establishing a local 4-C program can be outlined briefly:

- An initial meeting of interested persons is called to discuss 4-C.
- A temporary steering committee is created.
- This committee makes an initial determination of the structure of the 4-C organization and usually appoints a committee to draw up by-laws for approval by the

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[2]For a further discussion of what community agencies and groups can contribute to and gain from 4-C see "What's In It For You: Roles of Community Groups in 4-C" (List of 4-C Publications, Appendix)

committee members, participating agencies, and other groups.

- Initial activities might include day care surveys to determine community resources and needs, developing coordinative agreements, planning training programs for child care personnel, acting as an information clearinghouse, and formulating goals and a work plan to reach them.

- Funding must be found for administrative and coordinative activities, and to expand and improve children's services.

- A staff, either paid or volunteer or both, to handle day-to-day work must be selected.

- Coordinative agreements must be obtained from member agencies and organizations, and other coordinative activities must be undertaken.

These steps are described in detail below.

The Initial Meeting

In the pilot programs, the initial meeting took various forms. Some were mass gatherings of the day care community and other concerned citizens (legislators, public officials, volunteers, and the like.) At these meetings, 4-C was explained and all attendees were made members of a council, assembly, or association. Thus, many local 4-C committees are large assemblages of voting "stockholders" who elect a board of directors or an executive committee (ranging in size from 9 to 30) to run the 4-C effort. Not all the large membership bodies contain as many as one-third parents, but their executive committees and boards of directors fulfill this requirement.

Some communities formed special committees to plan initial meetings out of which a steering committee could be formed. One such group drew representation from Head Start, the Welfare Department, a mental hygiene clinic, the CAA, the public school system, and others. The members made up a list of persons, agencies, and organizations who should be represented on the steering committee and formed subcommittees to get their support.

In another community, an ad hoc committee sent letters to 123 persons inviting recommendations for membership on the 4-C committee and requesting that the representative be the highest

organizational official or staff person, or an elected representative. The invitations which went to agencies, groups, organizations, private and public day care operators, and parent groups, were followed by telephone calls and meetings. Through this process, 31 organizations were finally settled on to become members of a permanent steering committee.

Regardless of how the initial meeting is handled, it is crucial that information about it be circulated as widely as possible and that everyone who might be interested or helpful be notified. It is highly recommended that the Mayor, city manager, or a similar city official convene the meeting, thus putting the support of his office behind it. Not only should this guarantee good attendance, but good media coverage as well.

Ideally, there should be a follow-up after the meeting, informing those who did not attend of the proceedings and of the next meeting or steps to be taken. Simultaneously, it is important to begin some public education with regard to 4-C. Printed materials can be obtained from the 4-C Division, Office of Child Development (OCD), HEW in Washington (see last section) or from regional OCD offices (addresses are in the Appendix). Such materials could be circulated at the meeting or mailed out to engender interest. Since press coverage of meetings aids in public information, the press should be kept informed of steps in the development of the local 4-C committee.

## The Steering Committee

A typical steering committee work schedule could include designating permanent committees, hiring a coordinator and a secretary, conducting a survey of child care needs and resources, writing by-laws, developing training programs, meeting with parents and neighborhoods to find coordinative solutions for child care problems, setting up an information and referral system, and raising funds for 4-C operations.

To accomplish these tasks, the steering committee may decide to set up subcommittees. The entire committee is generally too unwieldy to deal effectively with all that needs to be done. In the pilot experiences, some committees had as few as three task forces or subcommittees: child care needs, planning and community organization, and resources. Others had as many as nine subcommittees: priorities and needs; public education and forum; purpose and policy; programs; finance; staff; facilities; equipment and resources; information and training.

The ultimate goal of the steering committee is, of course, to give way to a permanent policy-making body, usually a board. This

policy body, aided by an executive staff, can refine and actualize the goals upon which the steering committee has decided. The setting of goals and the defining of purpose is perhaps one of the most crucial tasks of the steering committee.

Structure and By-Laws

The 4-C steering committee or policy board must decide whether the 4-C will be an association, a corporation, an independent group, a delegate agency of an already-existing group (such as the Community Action Agency, community council, or Mayor's office).

While some pilots opted to become CAA delegate agencies, the desirable option generally is to become an independent association of member agencies. Anindependent, private, non-profit 4-C agency stands the best chance of preserving its neutrality as a meeting ground where all parties can consider child services with a minimum of competitiveness and power politics.

A typical 4-C that decided to follow this course formed a temporary steering committee and drew up articles of incorporation and by-laws, submitting these to the State 4-C Committee for approval. With State approval, the local group gained a more official status and its membership grew. A permanent board of directors was named, drawn primarily from the steering committee, and members were named to the various newly formed subcommittees: nominations, personnel, manpower, community resources, and membership. The board and executive committee began to hold regular monthly meetings.

In another community, the process of forming an independent 4-C body was more complex. The steering committee formed at the first general meeting of the day care community appointed a by-laws subcommittee, consisting of four steering committee members and a technical assistance consultant. After studying by-laws from other 4-C groups, the subcommittee selected usable portions of these and wrote additional sections necessary for their particular organization.

The additional provisions concerned the following:

- An association open to anyone met semi-annually to approve the budget and receive reports from the policy board.

- A policy board (the governing body) was selected by members of the association. (With some 100 agencies in the community the policy board had to be limited to 24 members to avoid unweildy size.)

- The board was divided into categories (direct service agencies, indirect service agencies, etc.) and the representation of community agencies was weighed according to the number of

children an agency served, the size of its budget, and it power to make or influence decisions in the area of children's services.

- Standing committees for training, finance, joint purchasing, and transportation were designated. Only half the members were to be drawn from the policy board.

Several meetings were held to discuss a draft of the by-laws, and after all objections, corrections, and suggestions from members had been considered, the full association approved the by-laws. This procedure was useful in allaying members' fears about 4-C and in creating a base of trust.

Next, a copy of the by-laws , and an application for membership were sent to each organization participating in the 4-C association. The application was a formal commitment stating that the applying members must subscribe to the stated purpose and objectives of the association.

Finally, each participating group was sent a ballot upon which to vote for the policy board representative in its category. Upon completion of the voting, the permanent 4-C association and policy board were formally established.

Goals and Activities

Concurrent with setting up structure and writing by-laws, a new 4-C group is usually engaging in a variety of activities designed to prepare for coordination of child care services.

One community held a workshop financed with an HEW child welfare grant to familiarize the community with the 4-C concept. Workshop participants included: staff of public and private child care agencies; representatives of agencies providing supportive services; public health, welfare, and educational agencies; day care consumers; State and local government officials; representatives of community organizations; and interested citizens.

In the workshop, participants arrived at basic agreements on policy, administration, and priorities with respect to implementing 4-C plans. In this way, the 4-C steering committee involved the broader community in the determination of goals and priorities.

Some typical goals established by various pilot steering commitees were to:

- Involve business, industry, labor, church and professional groups in 4-C.
- Develop a mechanism for the common pooling of private and public funds to be matched against Federal dollars.
- Help implement neighborhood points of intake and referral.
- Develop agreements on coordination of program materials and administrative matters.

Another community had a longer list:

- Gather precise data on existing child care resources and needs.
- Develop coordination mechanisms for existing child care agencies and private operators.
- Develop a child care system to meet community needs and to utilize present resources to their fullest.
- Provide training programs and technical assistance to private and public providers of child care programs.
- Develop methods for reducing costs to providers through joint purchasing and operation; develop a materials center for joint use.
- Create additional opportunities for staff development and advancement.
- Simplify administrative relationships between local programs and State/Federal governments.
- Ensure provision of an after-school day care program for at at least 60 children, ages 7-12, from September through May through use of other funds.

Next, a work plan with well-defined tasks is needed to reach the chosen goals. A good example of a detailed work plan and projected budget prepared by one community is the following:

- Study in depth the mandates and programs of the various agencies providing direct services to children in the

community to define the types of children and families to be served by each agency; the geographic area served by each agency; and the kinds of services provided.

- Conduct a survey to provide a sophisticated data base for planning.

- Develop and maintain a central personnel file (including names of volunteers).

- Develop and maintain central resource files to include:

    a. Human resources bank
    b. Books, films, catalogues on educational equipment, teaching materials, and toys
    c. Cultural, recreational, and parent involvement activities
    d. A reference desk on early childhood
    e. A government programs' file -- guidelines, requirements and application forms on State and Federal Programs for children, as well as information on pertinent legislative proposals.

- Oversee the training programs for early childhood professionals and aides brought into the community through 4-C.

- Coordinate establishment of classrooms for mentally retarded children or children with other learning disabilities in the areas of greatest need and explore the potentials of attaching such special classes to existing centers.

- Looking toward the proposed Family Assistance Plan, 4-C will assist and encourage any group, center, or franchise that seeks to provide quality care through Federal contracts.

- In terms of the Model Neighborhood area, the 4-C agency plans to stay in close contact with the Housing Authority to see that day care centers are a part of the plan when new facilities are built.

The committee must inform itself on the actual status of local child care services. In addition to finding out what people are supposed to be doing, what services are actually being provided, and to whom, the committee will want to determine what needed services are not being provided. With a sound data base and an accurate assessment of resources, a community can proceed to set realistic priorities among the needs identified.

In one pilot city, for example, the 4-C committee gave the community its first comprehensive picture of day care needs, previously known only

on a fragmented, sectional basis. Data was gathered on the total number of women of child-bearing age, their economic status, whether they were employed, and the number of children being served through present facilities.

The 4-C group prepared a map pointing out the location of day care centers. This map revealed that several centers existed in middle-class areas where parents could afford the service, while there were few centers in poor areas with a concentration of working mothers desperately needing day care for their children. Only one-tenth of the community's day care needs were being met.

In another community, the 4-C coordinator surveyed child care needs and resources by mailing more than 5000 questionnaires to parents. A local pediatrician distributed questionnaires to hospitals and other pediatricians. Results of the survey were tabulated by the public school system free of charge.

In many communities, 4-C concentrated on becoming an information clearing-house and providing technical assistance to child care centers. The committees helped potential operators decide what type of facility was needed, what personnel should be hired, and how much money would carry the first year's operation. The 4-C coordinators provided referral centers for parents seeking preschool programs and for day care professionals looking for employment. One pilot helped the State university plan a training program for preschool workers and teachers' aides.

In essence, 4-C's strive to become an integral part of any activity dealing with preschool education and day care and to be included in decision making for new preschool programs.

Staffing a 4-C Program

The steering committee must also provide for 4-C staff to carry on day-to-day 4-C functions. The full-time services of a competent director or coordinator are usually needed for 4-C to undertake a comprehensive schedule of public education, information exchange, and program coordination. Communities usually hire a qualified individual, along with secretarial help as soon as possible. Some committees obtained staff on loan, either on a full or half-time basis and usually from the Community Action Agency, until funding permitted hiring a permanent staff. Loaned staff is often supplemented by volunteer workers, such as students from nearby universities.

Generally office space is donated to 4-C by the CAA or Model Cities or a city coalition.

The Coordinating Role

The Interim Policy Guide for the 4-C Program suggests several categories of coordinative activities that a 4-C committee might undertake:

- Agreements concerning the extent to which child care services are available, indicating that the community has conscientiously examined its services to determine whether children in greatest economic or other need are served and to identify areas in which more efficient use could be made of existing services.

- Program coordination, including joint activities, sharing of activities, referral systems, and subcontracting needed of services by one agency to another.

- Administrative coordination, involving loan of staff or equipment between agencies, interagency committees to aid in working with families served by more than one agency, and common evaluation and reporting procedures.

- Staff development agreements, which might concern joint staff training, interchange of staff among agencies, and personnel referrals.

To obtain recognition from its Federal Regional Committee, a 4-C committee must show written evidence of coordination in at least two of the three last categories show above.[3]

The work of coordination is the most demanding aspect of the 4-C effort. To be effective, a coordinator must maintain an independent, non-threatening posture. Once accepted as a catalyst and an agency go-between, the coordinator can significantly improve community programs through "cross fertilization" -- by visiting participating agencies, talking to administrators and parents, identifying gaps and duplication in services, and suggesting ways to pull together the loose ends. The staff of the 4-C pilot projects often achieved informal coordination of this sort as they judiciously circulated good ideas and good practices through the child care community.

The great majority of pilots did not develop formal coordinative agreements immediately and agreements that were developed did not describe operational coordinative mechanisms, as there was not time in the first year to initiate these. There were, however, commitments from agencies, centers, and some organizations to implement specific tasks related to program coordination, staff development, and administrative coordination.

The process of getting uniform written agreements from 4-C participants for the purpose of 4-C recognition, sometimes results in rather superficial, legalistic commitments: "Sign this so we can obtain recogni-

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[3] See "Selected Basic Documents Developed by 4-C Pilot Projects" (Section III) for sample coordinative agreements

tion". But recognition should involve a meaningful process of identifying needs and reaching a consensus about how cooperative efforts can lead to solutions of child care problems.

The recognition process requires putting on paper the state of child care coordination in the community. When this is done, it results in a greater understanding of 4-C among participants and gives the program a tangible accomplishment. Also, written agreements provide needed continuity, for memories dim and agency personnel changes frequently. Unless agreements are written down, there is little assurance that understanding is really attained.

Following are just a few of the coordinative accomplishments of various local pilot projects:

- Prepared a directory of children's agencies providing services in the area.
- Served as the local outlet of the Department of Agriculture surplus food program.
- Jointly sponsored a conference with the community college that resulted in the formation of a Day Care Operators' Association.
- Subcontracted with the New Careers, Concentrated Employment Program,and Mainstream programs and with the high school to provide on-the-job training.
- Administered and funded other agencies to help staff neighborhood referral centers.
- With an earmarked 4-C training grant, helped a junior college establish a two-year degree program in early childhood; also helped negotiate the grant and select the low-income scholarship students.

Once coordination begins, there is no end to the possibilities that can be realized for expansion and improvement of services to children.

Funding

Clearly, one of the most important functions of the committee is to find a financial basis for operations, for both administrative and coordinative efforts for expanded children's services. In the pilot experience, funding has been a thorny problem. Figure 2 indicates the sources of funds and other substantial support for the 4-C pilot projects.

Figure 2. Sources of Funds and Other Substantial Support for 4-C Pilot Projects (through August 31, 1970 )

Note: "Substantial support" refers to sustained "in-kind" help over at least several months, usually in the form of staff, office supplies, space, or equipment. Not shown are training grants or contract funds for services sub-contracted out.

| PILOT | DATE OF SELECTION | CASH RECEIVED: FEDERAL 4-C PILOT FUNDS: FRC ALLOCATION: AMOUNT | FRC ALLOCATION: DATE REC'D. | SUPPLEMENTAL FUNDS 8/31/70 | CASH RECEIVED: OTHER: AMOUNT | OTHER: SOURCE | IN-KIND SUPPORT (SOURCE) |
|---|---|---|---|---|---|---|---|
| STATES: | | | | | | | |
| New Hampshire | 5/23/69 | $9,000 | 2/13/70 | $1 778 | | | State Economic Opportunity Office (SEOO) |
| Pennsylvania | 8/26/69 | non-funded pilot | | | | | |
| Maryland | 4/8/69 | 9,000 | 2/13/70 | | | | |
| Ohio | 6/23/69 | non-funded pilot | | | | | |
| Nebraska | 8/5/69 | 10,000 | 3/11/70 | | $ 250 | Private individual | Department of Public Welfare<br>SEOO<br>State Department of Labor |
| Arkansas | 5/7/69 | 9,000* | 10/29/69 &1/12/70 | $1,778 | | | Governor's Executive Budget |
| Colorado | 3/27/69 | 6,000 | 4/24/70 | | | | State Welfare Department |
| Oregon | 8/11/69 | 8,000 | 3/25/70 | | | | |
| COMMUNITIES: | | | | | | | |
| Holyoke/ Chicopee | 6/27/69 | 9,000 | 2/13/70 | 1,778 | | | AFL-CIO |
| Westchester | 7/19/69 | 9,000 | 2/13/70 | 1,778 | | | Westchester Day Care Council |

*Received FRC allocation in two equal installments.

(cont.)

Figure 2. Sources of Funds and Other Substantial Support for 4-C Pilot Projects (cont.)

| PILOT | DATE OF SELECTION | CASH RECEIVED: FEDERAL 4-C PILOT FUNDS: FRC ALLOCATION: AMOUNT | FRC ALLOCATION: DATE REC'D. | SUPPLEMENTAL FUNDS 8/31/70 | OTHER: AMOUNT | OTHER: SOURCE | IN-KIND SUPPORT (SOURCE) |
|---|---|---|---|---|---|---|---|
| COMMUNITIES: Louisville/ Jefferson County | 4/8/69 | 9,000 | 2/13/70 | | 6,000<br>4,000 | Council of Jewish Women<br>Kentucky State Foundation | Louisville University |
| Atlanta | 4/30/69 | 9,000 | 2/13/70 | 1,778 | | | Community Council |
| Miami | 12/11/69 | 9,000 | 3/23/70 | 1,778 | | | Urban Coalition |
| Flint | 6/3/69 | 12,000 | 4/9/70 | | | | Private lawyer<br>Junior League of Flint<br>CAP<br>General Motors |
| Wichita | 9/2/69 | 8,000 | 3/11/70 | | | | UGN<br>WACAPI (CAP) |
| San Antonio | 5/13/69 | 9,000* | 12/19/69 &2/13/70 | 1,778 | 5,000<br>3,500<br>2,500 | Council of Governments<br>Private foundation through Community Council<br>Private foundation | Model Cities<br>CAP<br>Council of Governments<br>Community Council |
| Denver | 1/30/69 | 6,000* | 7/28/69 &12/3/69 | 1,778 | 9,900 | Catholic Archdiocese | CAA<br>Model Cities<br>Private individuals<br>United Fund |

*Received FRC allocation in two equal installments.

(cont.)

Figure 2. Sources of Funds and Other Substantial Support for 4-C Pilot Projects (cont.)

| PILOT | DATE OF SELECTION | CASH RECEIVED: FEDERAL 4-C PILOT FUNDS: FRC ALLOCATION: AMOUNT | FRC ALLOCATION: DATE REC'D. | SUPPLEMENTAL FUNDS 8/31/70 | OTHER: AMOUNT | OTHER: SOURCE | IN-KIND SUPPORT (SOURCE) |
|---|---|---|---|---|---|---|---|
| COMMUNITIES: | | | | | | | |
| Helena | 6/26/69 | 6,000 | 1/13/70 | | 10,000 | Model Cities | CAA |
| Missoula | 3/27/69 | non-funded pilot | | | 10,000 | CAA | CAA |
| Los Angeles | 8/11/69 | 5,000 | 2/13/70 | | | | Los Angeles Council of Churches |
| Seattle | 8/11/69 | 5,000 | 2/13/70 | 8/12/70 | 1,778 | Child care operator | UGN |
| Portland | 8/11/69 | non-funded pilot | | | 2,000 | UGN | Portland Development Commission |
| | | | | | 3,000 | Private foundation | |
| | | | | | 2,500 | " " | Model Cities |
| | | | | | 2,000 | " " | |
| | | | | | 2,000 | Council of Jewish Women | |
| | | | | | 1,500 | Pacific Bell | |
| NATIONAL: | | | | | | | |
| Zuni | 1/28/70 | 9,000* | 5/19/70 & 6/12/70 | | | | |
| Tupelo | 3/20/70 | 9,000 | 5/21/70 | | | | CAA - Lift, Inc. |

*Received FRC allocation in two equal installments

The 4-C pilots received virtually no direct Federal funds--only minimal sums from the Department of Health, Education, and Welfare, administered through the technical assistance contractor, the Day Care and Child Development Council of America, Inc.

Of 17 local pilots, 11 were totally dependent for money on the modest sums from the Federal pilot program. Some projects obtained cash grants from local organizations (such as the Catholic Archdiocese, local foundations, a multi-county council of governments, a State foundation, and the local Council of Jewish Women) and from Model Cities and the CAA.

The scarcity of cash contributions made in-kind contributions important to the survival of most 4-C projects. All pilots received some in-kind support from local agencies. Such support often considered of office space, supplies, duplicating services, and staff time.

One of the most promising sources of Federal funds is the provision of Title IV-A of the Social Security Act (as amended in 1967) that 75 percent of funds spent by a public welfare agency for "services provided in behalf of families and children, e.g. community planning..." can be reimbursed by the Federal government through the States. Thus, Title IV-A money can be used to coordinate and support child care programs, and many communities are now taking advantage of this open-ended source of funds.

Recognition

A 4-C committee may wish to apply for formal recognition. Such recognition is granted by the Federal Regional Committee, which administers the 4-C effort in each of ten Federal Regions (see list in Appendix). Attaining recognition status indicates that the committee conforms to the Interim Policy Guide for the 4-C Program which requires written evidence that committees are correctly organized and have obtained interagency coordinative agreements.

Official recognition gives a 4-C committee a sense of accomplishment, assures it of State and Federal technical assistance for its program, and often facilitates obtaining of funds from Federal and other sources, Since the steps required for recognition involve the same procedures necessary to establish 4-C in the community, application does not involve much more than some organization of materials and a little paperwork.

## Chapter 4
## Requirements for Recognition
## (Checklist)

4-C committees develop in two phases: the organizational development and direction-setting phase which culminates in an application for initial recognition; the program development, priority-setting, agreement phase, which culminates in an application for full recognition. Local 4-C committees apply both to the State 4-C where it exists and to the Federal Regional Committee. State 4-C committees apply to the Federal Regional Committees.

Initial recognition is designed to:

1. Acknowledge that the committee is properly structured and organized, and has reasonable plans for implementing the 4-C concept.

2. Formalize relationships between the local committee, the State committee, and the FRC, providing for the mutual exchange of information, and insuring the involvement of the State committee in the FRC decisions on the committee's applications.

3. Indicate that the committee is eligible for priority status in applying for State and Federal planning, coordinating, and development funds.

Full recognition is designed to signify that the committee fully complies with the structure and intend of the 4-C design, has an approved community-wide plan, and has begun to function as a coordinating body.

The following pages list those criteria indicating readiness for initial or full recognition. To assess the progress your 4-C has made, check the appropriate space in either of the two columns.

## INITIAL RECOGNITION

| Yes | No | | |
|---|---|---|---|
| _____ | _____ | 1. | Endorsement and establishment by the chief public official(s). |
| _____ | _____ | 2. | Establishment of a Steering Committee. |
| _____ | _____ | 3. | Preliminary coordinative agreements with public agencies and private organizations on program and administration. |
| | | 4. | Statement of intent to explore: |
| _____ | _____ | | a. Staffing arrangements |
| _____ | _____ | | b. Administrative structure |
| _____ | _____ | | c. By-laws |
| _____ | _____ | | d. Funding |
| _____ | _____ | | e. New member procedures. |
| _____ | _____ | | f. Encouragement of parent-consumers |
| _____ | _____ | | g. Technical assistance efforts to local 4-C committees (State only). |
| _____ | _____ | 5. | State 4-C committee approval (for local committees only) or written statements from State OEO, Education, Welfare, CAMPS, etc., if there is no State 4-C. |

## FULL RECOGNITION

| Yes | No | | |
|---|---|---|---|
| _____ | _____ | 1. | Statement of initial recognition by the FRC. |
| _____ | _____ | 2. | Statement of approval by the State 4-C committee (local committee only). |
| _____ | _____ | 3. | By-laws. |
| _____ | _____ | 4. | Properly organized membership. |
| _____ | _____ | 5. | Steering committee succeeded by permanent organization. |
| _____ | _____ | 6. | Establishment of an administrative structure. Alternatives are: |
| _____ | _____ | | a. Independent, incorporated 4-C organization. |
| _____ | _____ | | b. Committee of a larger independent incorporated organization. |
| _____ | _____ | | c. Dependent organization as part of a city or State agency. |
| _____ | _____ | 7. | Funding plans and agreements. |
| _____ | _____ | 8. | Procedures for new members. |
| _____ | _____ | 9. | Technical assistance plan for developing local 4-C committees (State only) |
| _____ | _____ | 10. | Survey findings & work plan, such as, description of services to children in the area, including numbers of children served, auspices, type of service, eligibility, cost per child, total budget. |
| | | 11. | Coordinative agreements in at least two of the three following areas: |
| _____ | _____ | | a. Program Coordination--joint program services; joint cultural, recreational, parent education and/or other activities; joint use of supervisory or specialized staff; joint program monitoring and evaluation. |

| Yes | No | | |
|---|---|---|---|
| _____ | _____ | b. | Staff Development--common training programs; personnel exchange for training purposes; staff visitation. |
| _____ | _____ | c. | Administration--joint purchasing; common business services; joint recruiting and interagency transfers; joint public information programs. |
| _____ | _____ | 12. | Community-wide (State-wide) program plan |

[illegible]

[illegible]

Our experience indicates that 4-C committee members and other individuals interested in obtaining information about day care and child development matters in general and the 4-C program in particular might find useful a directory of "human resources"--the names of key people involved with the Community Coordinated Child Care Program in Washington and at the regional level, together with their addresses and telephone numbers. With this in mind, we have compiled a selected list of people most closely involved with 4-C nationally and regionally--those who have information at hand or know where it can be obtained.

Because we acknowledge that individuals assigned to these jobs, addresses, phone numbers, and program responsibilities change rather quickly, thus making a list out-dated soon after it is issued, we have kept this directory relatively simple, eliminating any attempt at an exhaustive listing of State and local contacts relating to child care, however useful this might be.

National officials listed here include the director of the Office of Child Development (where the 4-C program is lodged administratively), the director of the 4-C program within OCD, and the director of child development at the Appalachian Regional Commission (which is cooperating to provide technical assistance to 4-C).

At the regional level, we have listed the voting members of each Federal Regional Committee (FRC) and the staff assistants to [illegible] are not voting members, but are current on 4-C matters.

The FRC's work directly with communities that have formed or wish to form a 4-C committee. Where there is a State 4-C program, the FRC serves as an intermediate level between regional and local 4-C efforts. Regional representatives of all Federal agencies involved with any aspect of child care serve on the FRC. In some instances, State officials and parent representatives are also FRC members.

Agency members of the FRC both act as resource persons to 4-C communities and represent their own agencies on the committee. They are knowledgeable about program matters related to their agencies and often can provide valuable information.

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### Appalachian Regional Commission/Office of Child Development 4-C Technical Assistance Project

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# SECTION III

## SELECTED BASIC DOCUMENTS

## DEVELOPED BY 4-C PILOT PROJECTS

## INTRODUCTION

Committee members in 24 4-C projects are in the process of organizing permanent agencies to coordinate children's services in their State or community. At intervals, a committee will make organizational decisions, pause to set priorities, or obtain agreements from individuals or agencies in the community. Frequently such actions are formalized on paper as by-laws, membership commitment forms, work plans, coordinative agreements, and the like. The Interim Policy Guide for the 4-C Program contains few hard and fast strictures on how a 4-C committee should organize or what kinds of documents and forms it should generate. Communities are encouraged to develop arrangements that best suit local needs.

Included in this document are samples of some characteristic documents developed by pilot projects. Of course, the situations addressed and the effectiveness of the arrangements made can only be imperfectly suggested by the sample documents. DCCDCA has obtained sample documents and forms from most of the pilot projects, and maintains a large file of these. While a study of all of them would be rewarding, their combined bulk made it necessary to omit many from this report and only include representative examples.

By-laws were prepared by nearly every pilot project. Some were months in preparation, and were the fruits of intense consideration of the goals of 4-C and what organizational arrangements might best achieve these in their community. The accompanying by-laws from Flint-Genesee County, Michigan certainly fall into this category. Some pilots viewed by-laws simply as tools that established their organization and allowed them to get about the business of coordination. The accompanying constitution and by-laws of the Arkansas State pilot were ratified democratically, but were drafted quickly by a small task force. State 4-C committees are smaller and have a stronger inter-agency stamp than local committees; a comparison of these sample by-laws indicates that they feel less need to define and explain their objectives to their fellow citizens.

Membership commitment forms were frequently prepared by 4-C committees. These commitments usually served dual purposes: to get participating agencies to designate official representatives to 4-C committees who could speak for the agency, and to establish that 4-C should be considered part of the official duties of the 4-C member. Not all pilot staffs prepared standard commitment forms; the majority asked agencies to send in letters stating in their own words their commitment to 4-C. Samples of standard commitment forms from three pilot communities are included in this Appendix, plus a commitment form designed for parents, on the theory that individual as well as agency members should subscribe to the committee's objectives.

Work plans were drawn up in only a few pilots, but were considered useful in two respects: as a way of setting immediate priorities and as a benchmark for measuring progress. The accompanying work plan from the Miami pilot clearly lists its short-term tasks.

The coordinative agreements included in this Appendix are excerpts from the applications of a local pilot and a State pilot to their Federal Regional Committee for recognition. The specific criteria for recognition set by the Interim Policy Guide for the 4-C Program require written evidence of coordination in at least two of the following areas: program coordination, staff development, or administrative coordination. States are required to show evidence of coordinative agreements, but also cooperation in approving and monitoring State programs.

FLINT-GENESEE COUNTY

COMMUNITY COORDINATED CHILD CARE ASSOCIATION, INC.

B Y L A W S

ARTICLE I - NAME

The name of this corporation shall be the Flint-Genesee County Community Coordinated Child Care Association, Inc. (hereinafter known as "the Association"). The Association is organized as a private non-profit corporation to render educational, developmental, charitable services to children and their families.

ARTICLE II - PURPOSE, GOALS, OBJECTIVES
Section 1. Purpose

The purpose of the Association shall be to mobilize the resources available to the community, both public and private, agency and individual, in support of adequate sources of quality child care services, and, through coordination and planning, to assure the most efficient and effective use of such resources. It is further the purpose of the Association to develop mechanisms, methods, approaches and the organizational framework whereby individual agencies and the organizations providing direct or related services to children, as well as concerned individuals and parents, may cooperate in providing comprehensive programs responsive to the needs of the children and their families in Flint-Genesee County. The Association will participate in the Community Coordinated Child Care (4-C) Program of the Federal Panel on Early Childhood as established pursuant to Section 522 (d) of the Economic Opportunity Act.

Section 2. Association Goals

A. To mobilize public and private resources to provide quality child care to the maximum number of children and their families.

B. To advise and acquaint the general public with child care needs in the community.

C. To assure that parents of the children enrolled in programs have an effective voice in determining operating policy.

D. To assure that the staff of child care programs may reach their highest level of competence and achievement.

Section 2. Association Goals

E. To establish community child care goals and priorities, in consultation with all interested elements in the commurity utilizing appropriate research techniques.

F. To provide comprehensive and coordinative approaches tc solving problems inherent in diverse and fragmented programs that serve children and their families.

G. To promote the expansion and increased variety of quality child care services.

H. To develop continuity of services to all children who an benefit from child development programs.

I. To help assure parents and their children that child care services meet certain standards of quality.

Section 3. Association Objectives

Initially, the objectives of the Association will include the ollowing:

A. To achieve full, formal recognition as a 4-C Communityby developing a planning proposal in accordance with the -C guidelines.

B. To present a unified voice in securing funds, both pubic and private, to support and increase child care servics.

C. To plan and carry out a program of education which infrms the local community of the value of early childhood deelopment and the various kinds of child care programs avaiable.

D. To develop effective parent participation in the Assocation.

E. To develop joint programs of education and in-service raining for staff and parents.

F. To assist participating agencies in the improvement oitheir programs through coordinated efforts in health, nutrition, education, social and staff training services.

Section 3. Association Objectives

G. To develop mechanisms for common purchasing, for coordinated recruitment and a central information and referral system.

H. To assist and advise individuals or groups interested in establishing child care programs.

ARTICLE III - MEMBERSHIP COMPOSITION

The 4-C Association shall be composed of two bodies: 1) the Association which includes members from any of the organizations listed under the following categories, as well as interested citizens, and 2) the Policy Board which is composed of twenty-four (24) representatives elected from each of the categories, and including the permanent non-elected members.

Any person, institution or organization interested in the objectives and purposes of the Association is eligible for membership in the Association upon written request to the Board to become a member. All institutions or agencies applying for membership shall submit a letter of commitment and shall appoint an official delegate and an official alternate to represent the institution or agency and that delegate only will have a vote in the Association, except that in his absence the official alternate may vote.

Representation on both the Association and its Policy Board will follow this breakdown:

1. Parent Organizations
2. Direct Service Agencies and Organizations
3. Indirect Service Agencies and Organizations
4. Permanent Non-Elected Members
5. Interested Citizens

The following is a further breakdown of each of the categories listed above. Under each category is specified the number of representatives each agency may send to the 4-C Association. The number of representatives each category may send to the Policy Board

also is given.

Section 1. PARENT ORGANIZATIONS

Each independently operating center in the subdivisions below may send one representative to the 4-C Association meetings as a voting member.

There will be eight (8) representatives from parent organizations on the Policy Board.

| Group Number | No. of Repre. to Policy Board | Subdivision Title |
|---|---|---|
| 1-A | 1 | Flint Area Parent-Child Nurseries (Co-op) |
| 1-B | 1 | GDSS-Child Welfare Div.: Adoption, Foster Care Unit<br>Foster Home Day Care - Dept. of Soc. Serv. |
| 1-C | 2 | Head Start (Beecher, Carman, Flint) |
| 1-D | 1 | Private Non-Profit Child Care |
| 1-E | 1 | Private Profit Child Care |
| 1-F | 1 | Special Service Child Care (i.e. McAvinchey, Durant Tuuri Mott, Mich. School for the Deaf, etc.) |
| 1-G | 1 | Title I (Beecher, Carman, Flint, etc.) |

Section 2. DIRECT SERVICE AGENCIES AND ORGANIZATIONS

2-A. Single purpose agencies which operate structured child care programs for children under 8 years.

Each agency listed may send two representatives to the 4-C Association meeting as voting members. However, their representatives must fit into the following groups.

a. A sponsoring (Board) or administrative (program director or assistant) representative.

b. A representative of the staff (person without admini-

strative responsibilities, a person who relates directly to the children).

2-A. May send two (2) representatives to the Policy Board.

2-B. Multipurpose agencies operating structured child care programs for children under eight years plus other direct services to children and their families.

Each agency listed may send two representatives to the 4-C Association meeting as voting members according to the breakdown suggested for 2-A.

2-B. May send three (3) representatives to the Policy Board.

2-C. Multipurpose agencies which provide direct services to children and their families but who do not operate structured child care programs as in 2-A or 2-B.

Each agency listed may send one representative to the 4-C Association meeting as a voting member.

2-C. May send one (1) representative to the Policy Board.

Section 3. INDIRECT SERVICE AGENCIES AND ORGANIZATIONS

3-A. Government agencies which have the authority to influence the establishment or administration of public and/or private child care programs, but do not operate such programs nor distribute funds for the operation of such programs.

Each of the organizations listed may send one representative to the 4-C Association meeting as its voting member.

3-A. May send one (1) representative to the Policy Board.

3-B. Agencies and organizations which concern themselves with influencing the development of quality child care services or educational programs for young children, but which do not distribute funds for such programs nor make policy decisions affecting the administration of child care programs.

Each of the organizations listed may send one representative to the 4-C Association meeting as its voting member.

3-B. May send one (1) representative to the Policy Board.

Section 4. PERMANENT NON-ELECTED MEMBERS

A local 4-C program may be recognized by the Federal Regional Committee only when the participating agencies have met certain specific criteria. One such criterion is that the participating agencies represent at least 50 percent of the total Federal funds made available for day care and pre-school programs in the community to be served by the 4-C Association.

Equally important to the successful administration and operation of a local 4-C Program is the inclusion of those agencies and organizations that represent the major sources of funds in the local community for child care programs that are either public or private monies.

Therefore, in order to assure that these agencies and organizations are represented on the 4-C Association in a policy-making role, the agencies/organizations in Category 4 will be permanent, non-elected members of the 4-C Association's Policy Board.

1. Flint Board of Education
2. Genesee County Intermediate School District
3. Red Feather Fund of Flint and Genesee County - Council of Social Agencies
4. Genesee County Department of Social Services
5. Mott Foundation
6. COMPACT
7. Model Cities

Section 5. INTERESTED CITIZENS

Realizing that there are persons in the community who do not work for an organization or belong to one of the organizations listed, nor do they have any pre-school children enrolled in an operating

child care program, but who do have an interest in child care and have a particular talent to offer to the 4-C Association, Category 5. has been established. Any person so interested may apply to the Policy Board for membership. (see Article III of Bylaws Membership Composition) If they are approved, they will receive one vote as a member of the 4-C Association.

Section 5. May send one (1) representative to the Policy Board.

## ARTICLE IV - THE FLINT-GENESEE COUNTY COMMUNITY COORDINATED CHILD CARE ASSOCIATION

### Section 1. Duties

A. Elect members to the Policy Board according to the provisions of the Association Bylaws.

B. Approve the Association's Annual Budget.

C. Serve on committees of the Association's Policy Board.

D. Review the program operation of the Flint-Genesee County 4-C Association on an annual basis.

### Section 2. Annual Meeting

An annual meeting of the members shall be held on a date determined by the Policy Board at least two (2) months in advance for the purpose of accepting new members, announcing new membership of the Policy Board, approving the annual budget, reviewing program operation and deliberating on any other matter of general policy.

### Section 3. Quorum

No official business may be transacted in the absence of a quorum. A quorum shall consist of (a) one-third the total current membership and (b) including some parent representative members. Total current membership is constituted by the number of official representatives of agencies participating in the 4-C Association (see Article III of Bylaws Membership Composition) registered at the Policy Board meeting prior to the Annual Meeting.

Section 4. Special Meeting

Special meetings of the Association for any purpose or purposes, unless otherwise prescribed by statute, may be called by the Chairman of the Policy Board, and shall be called by the Chairman at the request of ten of the Association members.

Section 5. Place of Meetings

The Policy Board may designate any place in the Genesee County area for any annual meeting or for any special meeting.

Section 6. Time of Meetings

All meetings shall be held after 6:00 p.m. for the sake of the parents who work during the day.

Section 7. Nature of Meetings

Written notice stating time, place, date and day of the meeting; and in case of a special meeting, its purpose or purposes, shall be mailed to all members of the Association at least five (5) days prior to such meeting.

ARTICLE V. THE ASSOCIATION'S POLICY BOARD

Section 1. Duties

The business and affairs of the Association shall be managed by its Policy Board. It shall carry out the purposes, goals and objectives of the Association and shall perform the following duties:

A. The Policy Board shall hire and supervise all staff of the Association and shall establish such administrative structure as is necessary for its program.

B. The Policy Board shall fill any vacancy occurring on the Policy Board from the respective vacant category, such persons to serve until the next annual meeting of the Association. (See Article V, Sect. 6., 2. a.)

C. The Policy Board shall establish necessary committees, authorize necessary studies and approve all agreements which are to be a part of the Association's program.

D. The Policy Board shall prepare an annual budget for approval by the Association at its annual meeting.

E. The Policy Board shall receive and approve all applications for membership in the Association.

F. The Policy Board shall obtain the necessary contractual and coordinative agreements among agencies.

G. The Policy Board shall determine the program of the Association meetings.

H. The Policy Board shall adopt and amend Bylaws of the Association.

Section 2. Membership

A. Number: There shall be twenty-four (24) persons on the Policy Board. Parent representative members shall constitute one-third the total membership. The original Board shall draw lots to determine the one (1) two (2) and three (3) year terms. Henceforth, eight (8) new persons shall be elected to the Board for three-year terms annually.

B. The term of membership of the Policy Board is (3) years. No person on the Board shall serve for more than two consecutive terms unless a year has elapsed since the expiration of such terms.

C. Vacancies existing on the Policy Board from time to time shall be filled by the Board's appointment upon recommendation of the Nominating Committee, for a period until the next meeting of the Association.

D. Absences: Three (3) consecutive absences from official meetings of the Policy Board shall constitute automatic resignation. Vacancies so created shall be filled as provided herein. Such removal shall not in any way be construed as limiting or denying such member his or her rights and privileges as a member of the Association.

E. Membership qualifications: No one is eligible to be a member of the Policy Board unless he is a member of the Association.

F. The Board shall meet in regular session at least nine (9) times a year at a time and place designated by the Board.

G. Written notice stating time, place, date, and day of the meeting, and in case of a special meeting, its purpose or purposes, shall be mailed at least five (5) days prior to such meeting.

H. Special meetings of the Board for any purpose or purposes may be called by the Chairman, and may also be called by the Chairman upon written request of five (5) members of the Board.

I. Each member of the Board shall have one vote, and the majority shall rule, except that on issues concerning coordinative, contractual or delegative agreements among service agencies it is required that there be unanimous consent among all delegates or voting alternates whose agencies are directly affected.

J. No official business may be transacted in the absence of a quorum. A quorum shall consist of (a) one-half the total Board membership and (b) parent representative members equalling at least one-sixth the Board membership.

Section 3. Election Procedure

No later than two (2) months in advance of the Annual Meeting the Nominating and Membership Committee of the Policy Board shall meet to begin the election procedure for filling the eight (8) Board seats which will be vacated at the time of the Annual Meeting.

A. Nominations: In each membership section subdivision where a vacancy shall occur the Committee will send the members a complete list of all eligible candidates for that subdivision's seat. It will be the responsiblility of those members to propose nominees from the list and return their choice to the Committee by the date stipulated.

B. Election: The Committee will prepare each subdivision's ballot with the names of those nominated and send the ballots to the subdivision's members. After the members have voted they shall be responsible for returning their ballots to the Committee by the date stipulated.

C. Announcement of Results: The Committee will tabulate the results and announce them at the Annual Meeting.

Section 4. Officers

The officers of the Policy Board and Association shall be the chairman, vice-chairman and treasurer.

A. Election: The officers shall be elected from and by the Board for one-year terms immediately following the Annual Meeting. (See Article V, Sect. 6., A.,2., d.)

B. Duties of Chairman: The Chairman shall preside at all meetings of the Board and the Association. He shall be an ex-officio member of all committees. He shall perform other duties pertaining to the office or required of him from time to time by the Board.

C. Vice-Chairman: The Vice-Chairman shall perform the duties of Chairman in the absence or incapacity of the Chairman and assume such other duties and responsibilities as may be assigned by the Chairman.

D. Treasurer: The Treasurer shall be responsible for the funds of the Association. The Treasurer may or may not be a bonded officer of the Association as the Policy Board may by resolution determine. The books of the Treasurer shall be audited at least once a year and at such other times as the Policy Board may deem appropriate. Such audits shall be performed by an independent certified public accountant.

E. Vacancies: A vacancy in any principal office because of death, resignation, disqualification, or otherwise, shall be filled by the Board for the unexpired portion of the term, or until the time of the next Annual Meeting.

Section 5. Staff

A. Standing Committees: As soon as possible after his election to office, the Chairman, in consultation with the Board, shall appoint the members of the following standing committees and the said committee shall elect their own Chairman and shall have such duties and powers as herein set forth or as otherwise delegated by the Policy Board. The membership of the standing committees shall be composed of at

least 50 percent Association members who are not members of the Policy Board. A special attempt should be made to involve parents on all standing committees. The terms of office for all committee memberships and the Chairmanships thereof shall coincide with the term of office of the Chairman of the Policy Board.

1. The Personnel Committee

The Personnel Committee shall consist of four (4) members including the Chairman and Treasurer of the Policy Board and two Association members. It shall be the responsibility of this Committee to recommend to the Board policies in regard to the operations of the Association's office, in regard to qualifications for the various positons on the Association's staff, salary ranges and increments, vacation, sick leave, insurance, retirement and other employment conditions and practices. It shall further be the responsibility of this Committee to recruit, interview and recommend to the Board candidates for Association staff positions.

2. Nominating and Membership

The Nominating and Membership Committee shall consist of six (6) members. It shall be the responsibility of this Committee to:

a) recommend to the Board names of such members of the Association who might fill vacancies occurring on the Board from time to time.

b) to implement the Election Procedure annually. See Election Procedure, Article V, Section 3.

c) to receive, evaluate and recommend to the Board names of persons, institutions or organizations applying for membership to the Association.

d) to prepare a double slate of candidates for officers of the Policy Board of the Association for election by the Board immediately following the Annual Meeting.

3. Public Information and Communications

The Public Information and Communications Committee shall consist of eight (8) members, plus the representative from the State of Michigan Department of Social Services as an ex officio member. It shall be the responsibility of this Committee to:

a) develop ways and means of interpreting the purpose, objectives and program of the Association to the community

b) prepare informative materials to be used in recruitment of membership for the Association

c) inform and assist agencies or individuals interested in establishing structured child care programs

d) keep informed of local, State and national issues affecting the welfare of children, and present such issues to the Board for their action and consideration

4. Fiscal Coordination

The Fiscal Coordination Committee shall consist of eight (8) members including the Treasurer of the Policy Board. It shall be the responsibility of this Committee to:

a) prepare an annual budget and supervise the financial operation of the Association

b) supervise all fund-raising activities

c) record all contributions of cash and in-kind services

d) provide a basis for fiscal coordination when it is determined advantageous to the direct service agencies participating in the Association. See Appendix, Item I Fiscal Coordination (taken from 4-C Manual.)

5. Training and Career Development

The Training and Career Development Committee shall consist of at least ten (10) members including staff members of participating Association agencies who are professionally qualified and experienced in training; educators from schools and colleges; others qualified to give professional assistance; and non-professionals who are taking part in training, or will be trained in the program. This Committee shall be responsible for:

a) reporting to the Board on developments taking place in existing local and State training programs in which 4-C member agencies are participating

b) preparing proposals for funding training programs for 4-C member agencies

c) assisting participating agencies in the standardization of personnel policies including salary and increment scales, educational incentive and job progression policies.

6. Health

The Health Committee shall consist of at least eight (8) members including representatives from the Flint-Genesee County Health Department and any other agency or program involved in community health or nutrition. It shall be the responsibility of this Committee to:

a) research present health programs and needs relating to children and their families including medical and dental services, nutrition, mental health and services to the handicapped.

b) review these programs on a continuing basis and offer recommendations for extending services and upgrading standards and effecting their economies

c) bring together all available resources to provide what is needed for children in a variety of child care situations.

7. Curriculum Development

The Curriculum Development Committee shall consist of at least ten (10) members including professional educators, representatives from structured child care programs operating in the community. It shall be the responsibility of this Committee to:

a) examine the intent of the Federal Inter-agency Day Care requirements as well as the State of Michigan Licensing Requirements and how they are being implemented in the community.

b) analyze the variety of early childhood educational approaches available in the community and coordinate with Pub. Info. & Communications Committee the dissemination of this information

c) identify educational and enrichment resources available in the community and coordinate with the Pub. Info. & Communications Committee the dissemination of this information.

d) identify gaps in resources, a priority of needs and services which might be extended and coordinate the development and implementation of recommendations.

8. Transportation

The Transportation Committee shall consist of six (6) members. It shall be the responsibility of this Committee to:

a) identify transportation needs

b) identify present transportation resources of all kinds

c) investigate the possibility of sharing the presently available transportation among programs, both for transporting children and other purposes, such as attending staff training sessions

d) consider the development of transportation arrangements that can serve a wide variety of agencies.

B. Other Committees: The Chairman of the Policy Board, in consultation with the Board, shall establish such committees as may be necessary from time to time to investigate, plan or recommend to the Policy Board such matters as may be deemed appropriate for action by the Board, and to carry out and execute such projects as the Board may undertake from time to time. The Chairman of the Board shall also appoint, in consultation with the Board, the members of these committees and the said committee shall elect their own chairman. The membership of the other committees shall be composed of at least 50 per cent Association members who are not members of the Policy Board.

## ARTICLE VI - CONTRACTS, LOANS, CHECKS, DEPOSITS

### Section 1. Contracts

The Policy Board may authorize any officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authorization may be general or confined to specific instances.

### Section 2. Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Policy Board. Such authorization may be general or confined to specific instances.

### Section 3. Checks,Drafts, etc.

All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by or under the authority of a resolution of the Policy Board.

### Section 4. Deposits

All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as may be selected by or under the authority of the Policy Board.

## ARTICLE VII - PROCEDURE

In all matters of procedure not otherwise herein provided for, the current edition of Robert's Rules of Order shall prevail in all meetings of the Association, its Board and committees.

## ARTICLE VIII - AMENDMENTS

These Bylaws may be altered, revised, or repealed and new Bylaws may be adopted by the Policy Board at any regular or special meeting of the Board called for that purpose, by a two-thirds majority vote of the Board, present and voting, provided that a quorum is present; and provided further, that the proposed amendment shall have been introduced, read, and entered in the minutes of the preceding regular or special meeting of the Board and mailed to each member of the Board at least ten (10) days prior to the meeting at which final action is to be taken.

## ARTICLE IX - DISSOLUTION

In the event of the dissolution of the Association, its assets will be distributed to such charitable and educational organizations in the community which are tax exampt for Federal Income Tax purposes as the Policy Board shall determine.

APPENDIX - Item I Fiscal Coordination

Excerpt: 4-C Manual

"III. 3 - Fiscal Coordination

Coordination of child care operations requires, from the outset, a workable comparison of costs and income among the participating agencies.

The cost of child care varies widely, according to the kind of services provided, but cost alone is not necessarily indicative of the quality of service, and cost comparisons should not substitute for a direct evaluation of service quality.

Among the agreements necessary to 4-C operations is one specifying the fiscal data the participating agencies will be willing to supply to the 4-C agency. This data must be detailed enough to: 1) support the agency's charges for child care; 2) provide a basis for reimbursing the agency for services it may render to other agencies in the coordinated program; 3) support a rational fee system applying throughout the 4-C program.

The reporting requirements should be kept as simple as possible and should, wherever possible, follow the accounting methods being used by the participating agencies."

A D D E N D A

Section 2. DIRECT SERVICE AGENCIES AND ORGANIZATIONS

2-A. Those eligible in this category are:

1. Cedar Street Children's Center
2. Flint Area Parent-Child Nurseries, Inc.
3. The Children's House
4. Crestwood Pre-School Nursery
5. The Gingerbread House
6. Sofia's Nursery

2-B. Those eligible in this category are:

1. Flint Osteopathic Hospital Day Care Center
2. Head Start - Flint Board of Education
3. Title I - Flint Board of Education
4. B.T.U. - Flint Board of Education
5. Whaley Memorial Foundation
6. West Court Street Church of God
7. Dort-Oak Park Neighborhood House
8. South Flint Church of the Nazarene (Atherton Christian Day Care Center)
9. Head Start - Beecher Board of Education
10. Title I - Beecher Board of Education
11. Head Start - Carman Board of Education
12. Title I - Carman Board of Education
13. Y W C A

# A D D E N D A

2-B.

14. McAvinchey Day Care Centers - Genesee County Community Mental Health Services

15. Treatment Service for Children - Genesee County Community Mental Health Services

16. Durant - Tuuri-Mott School
    a) Pre-School Deaf and Hard of Hearing
    b) Cerebral Palsy

17. Trinity Assembly of Good-Countryside Christian Day Nursery

18. Genesee County Society for Crippled Children and Adults, Inc.

19. Michigan School for the Deaf

20. Linden Methodist Church Day Nursery

21. The Flint Child Care Center - Faith Tabernacle Church

2-C. Those eligible in this category are:

1. Y M C A - Y W C A Boysfarm

2. Mott Foundation Children's Health Center

3. Rotary Orthopedic Clinic

4. Flint Police Department

5. Genesee County Probate Court - Juvenile Division

6. Flint Public Library

7. Flint Department of Health - Genesee County Health Department

8. Urban League of Flint

# A D D E N D A

2-C.

9. Big Brothers of Greater Flint
10. Big Sisters of Flint and Genesee County
11. Catholic Social Services
12. Family Service Agency of Genesee County
13. Genesee County Department of Social Services - Child Welfare Division
14. Genesee County Association for Retarded Children
15. Michigan Children's Aid Society, Flint Branch
16. Michigan School for the Deaf
17. Tall Pine Council Boy Scouts of America
18. Girl Scouts, Fairwinds Council
19. Old Newsboys of Flint, Inc.
20. National American Red Cross Genesee-Lapeer Chapter
21. Flint Recreation and Park Board and Senior Citizens
22. Genesee County Cooperative Extension
23. International Institute of Flint
24. Michigan Employment Security Commission
25. Flint Community Planned Parenthood
26. AHEAD, Inc.
27. Salvation Army
28. Visiting Nurses Association
29. Industrial Mutual Association (IMA)

3-B. Those eligible in this category are:

1. League of Women Voters
2. Flint Council of Churches
3. American Association of University Women (AAUW)
4. Church Women United
5. Urban Coalition
6. United Teachers of Flint
7. Flint Council of the PTA
8. Genesee County Medical Society
9. Genesee County Osteopathic Society
10. Genesee County District Dental Society
11. Genesee County Bar Association
12. Greater Flint Council - AFL-CIO
13. Flint Community Junior College
14. University of Michigan - Flint College
15. Junior League of Flint, Michigan, Inc.
16. Genesee County Pharmaceutical Association

# ARKANSAS STATE 4-C COMMITTEE

## CONSTITUTION

### ARTICLE I - NAME

The name of this organization shall be the Arkansas State 4-C Committee.

### ARTICLE II - OBJECT

The object of this organization shall be to:

1. Mobilize the resources of the state in such a manner as to assure maximum public, private, agency and individual commitment to provide expanded quality child care.
2. Provide technical assistance to local communities in the development of 4-C programs.
3. Review and recommend for recognition local 4-C program applications to the Federal Regional Committee.
4. Develop methods of cooperation in order to review and monitor programs for young children for which the state has responsibility.

### ARTICLE III - MEMBERSHIP

Membership shall consist of:

1. Parents who have children participating in child care and child development programs. Parents shall compose one-third of the total membership.
2. Representatives from public and private agencies.
3. Representatives from state-wide organizations and professional groups.

### ARTICLE IV - OFFICERS

Officers shall be a Chairman, Vice Chairman and Secretary-Treasurer.

ARKANSAS STATE 4-C COMMITTEE - CONSTITUTION

ARTICLE V - EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Chairman, Vice Chairman, Secretary-Treasurer and six persons elected by the membership of the full committee, with at least one-third of the membership (counting the six elected persons and the officers) chosen from the parent members of the State 4-C Committee.

ARTICLE VI - AMENDMENTS

This Constitution may be amended at any time by a three-fourths vote of the members present at a regular meeting, notice of such proceedings having been given fourteen days prior to the meeting.

Amended August, 1970,
Originally approved summer, 1969.

# ARKANSAS STATE 4-C COMMITTEE

## BY-LAWS

### ARTICLE I - MEMBERSHIP

1. Members representing state agencies and private organizations. Parents should be elected by parent organizations and groups. In cases in which the parents are not elected by parents, the method of selection must be stated. Alternative representatives may be appointed and may have voting privileges in the absence of the regular member.
2. Members of the State 4-C Committee shall serve two-year terms and be eligible to succeed themselves at the pleasure of the appointing or electing body.
3. Vacancies shall be filled by the agency or organization the member represented. Parent vacancies shall be filled by the parent groups these parents represented. If no parent group exists, the selection process is to be explained on the Agreement Form.
4. Additional agencies, organizations or parent groups may become a part of the State 4-C Committee at such time as they subscribe to the agreement.

### ARTICLE II - DUTIES OF OFFICERS

1. The Chairman shall preside at all State 4-C Committee and Executive Committee meetings, represent the State 4-C Committee or Executive Committee, whenever the occasion demands, appoint all committees and serve as ex officio member of all committees, and call a special meeting at any time necessary.
2. The Vice Chairman shall assist the Chairman as directed by the latter, and assume all the obligations and authority of the Chairman in the absence of the latter.
3. The Secretary shall record the minutes of all State 4-C Committee and Executive Committee meetings, maintain a record of those present at all meetings and turn over his books and records in good order to the succeeding secretary.

### ARTICLE III - ELECTIONS

1. Election of officers shall be held each September.
2. Officers shall be elected by a majority vote.

3. Officers shall serve for one-year terms and may succeed themselves.

ARTICLE IV - EXECUTIVE COMMITTEE

1. Members of the Executive Committee shall serve for two year terms except that in the first year one-half of the membership shall serve one year terms. At least one parent member of the State 4-C Committee must be selected for a two year term when the Executive Committee is formed.
2. The Executive Committee with the approval of the whole committee, may appoint an agency or an individual to serve as an administering agency.
3. The Executive Committee or the designated agency or person under the direction of the Executive Committee shall recommend to the State 4-C Committee information concerning:

   a. Action appropriate and necessary for the development of comprehensive coordinated services for all children and youth in the State of Arkansas.
   b. Four-C policy and related activities.
   c. Assistance which may be provided for communities regarding the establishment of 4-C communities and the development of 4-C programs.
   d. Review of applications for recognition as 4-C programs, and continuing monitoring and evaluation of 4-C programs in the state.
   e. Steps which, in cooperation with the Federal Regional 4-C Committee, will facilitate the spread of information, ideas, plans, solution to operational problems, etc. to 4-C communities and 4-C programs.
   f. Procedures for contractual arrangements which will utilize full resources and capabilities of agencies.
   g. Other matters which the State 4-C Committee may feel necessary or appropriate.

ARTICLE V - MEETINGS

1. The State 4-C Committee shall meet quarterly.
2. The State 4-C Committee shall hold an annual meeting for the election of officers and the transaction of such other business as shall come before the meeting.

3. The Executive Committee shall meet monthly and at such time as the chairman shall determine the need for a meeting.

ARTICLE VI - QUORUM

1. One-half of the membership of the State 4-C Committee shall constitute a quorum at meetings.
2. A majority of the Executive Committee members shall constitute a quorum.

ARTICLE VII - AMENDMENTS

These By-Laws may be amended at any time by a three-fourths vote of the members present at a regular meeting, notice of such proceedings having been given fourteen days prior to the meeting.

COMMITMENT FORM

FLINT-GENESEE COUNTY
COMMUNITY COORDINATED CHILD CARE ASSOCIATION, INC.

I have read the Bylaws of the Flint-Genesee County Community Coordinated Child Care Association and pledge the cooperation of _____ (name of agency) to assist in fulfilling the purposes, goals and objectives of that Association.

Signed _____

Title _____

Date July 6, 1970

Please return to:

Flint-Genesee Community Coordinated Child Care Assn.
1616 Cromwell
Flint, Michigan 48503

EDITOR'S NOTE: The above commitment form is part of the application for membership in the Flint-Genesee County 4-C.

COMMITMENT FORM

SAN ANTONIO, TEXAS 4-C COMMITTEE

NAME OF AGENCY _____

DATE July 19, 1969

Are you willing to involve your agency in the achievement of the aims and work of the 4-C Program?

Yes _____ No _____

Who will be the official representative from your agency to 4-C?

Name _____

Title _____

What are the kinds of commitments that your agency will be able to make to the 4-C Program?

_____

_____

_____

_____

Sign _____

Title _____

Return to:

Mrs. Pat Holland
Community Welfare Council
406 W. Market, Suite 314
San Antonio, Texas 78205

COMMITMENT FORM

SAN ANTONIO 4-C COMMITTEE

NAME _____

ADDRESS _____ Tel. No. _____

Day Care Center that your child attends _____

_____

Are you willing to participate in the local 4-C's membership body?

Yes _____ No _____

The best time for you to meet is: morning _____ afternoon _____

night _____

Signed _____

Date July 11, 1969

EDITOR'S NOTE: Used for parent representatives.

# COMMUNITY COORDINATED CHILD CARE
## of Metropolitan Dade County

902 S. W. 2nd AVENUE, MIAMI, FLORIDA 33130 PHONE: 358-0216

AGREEMENT BETWEEN _____
AND METROPOLITAN DADE COUNTY COMMUNITY
COORDINATED CHILD CARE (4-C), INC.

_____, recognizing the need for a coordinated approach to child care services in Dade County, Florida, agrees to join with the 4-C program in order to work towards providing better services to children and families in the community.

_____ agrees to cooperate toward:
(please check those with which your agency is in agreement)

_____ the orderly and systematic development of child care and child development services to meet community needs.

_____ improving overall program quality by drawing on the strengths of all participating agencies.

_____ developing joint activities which could not be accomplished as effectively by a single agency.

_____ evaluating the advantages of large scale joint purchasing and common administrative procedures.

_____ creating additional opportunities for staff development and staff progression.

_____ agrees to cooperate specifically in the following ways:

_____ (President, 4-C)

_____ (authorized signature)

_____ (4-C Coordinator)

_____ (title)

_____ (date)

_____ (date)

## MIAMI PROPOSED TIME-TABLE FOR THE 4-C PROGRAM

For convenience of organization, this proposed time table is outlined according to areas in which the Program must expand. Attached is a calendar which shows concurrent activities.*

I. ORGANIZATION AND INCORPORATION

A. Board of Directors

1. The 4-16-70 meeting of the Ad Hoc Executive Committee will be asked to serve as a nominating committee in order to fulfill requirements for the Resident Agent form which must be filed with the Secretary of State, along with the Corporate Charter. Three or four persons will be named to serve as subscribers, and these same persons will be listed as the initial officers and directors.

2. The initial Board of Directors, composed of the three subscribers, will meet in early May to adopt the proposed by-laws (wnich set the size of the Board), and to nominate persons for categories A, C, and D, as directed in the by-laws, so that the Board will be expanded to desired size, or to select those agencies whicn will be invited to submit a name for representation on the Board of Directors.

3. May 1st - letters will be issued to Mothers of children in care, requesting their attendance at a meeting to be held in mid-May for the purpose of electing Board members from their category.

4. June 1st - a Nominating Committee, this one selected by the initial Board members, will meet to propose a slate of officers.

5. Mid-June - the entire Board will convene for the election of officers.

B. The General Assembly

1. Mid-May - letters addressed to all parties who might be interested will be issued, explaining purpose, inviting into membership, and inviting to a June meeting. Return envelope will be included, for response.

2. Mid-June - 1st meeting

* Editor's Note: Calendar not attached.

MIAMI PROPOSED TIME-TABLE

II. EXPANDING THE BASE OF PARTICIPATING AGENCIES

A. Public and Private Child-Related Agencies

1. Eight key agencies directly involved with child care have written letters indicating an interest in and desire to participate with 4-C (James E. Scott Community Association; Division of Family Services, District 9; The Special Program Planning and Administration Department of the Dade County Board of Public Instruction; the Model City Program Division of HUD; Economic Opportunity Program, Inc.; The Comprehensive Health Planning Council of South Florida; The United Fund, and St. Alban's Day Nursery, Inc.)

2. Approaches must be made to other Public and Private Agencies in our community, including: YWCA, YM and YWHA, Catholic Welfare Bureau, Children's Service Bureau, Child Development Center, Children's HOME Society, Dade County Association for Retarded Children, Family Service of Dade County, Jewish Women, The Cuban Refugee Program, Greater Miami Urban League, Greater Miami Council of Churches. Some of these are less directly involved in child care, but offer services which child care centers and 4-C need to call upon.

3. Method of approach:

   a. Individually addressed letters, enclosing pamphlet and requesting participation or future support, to be mailed by May 15.

   b. Follow-up on those not responding, by telephone call and request for appointment, beginning June 15.

4. Target Date for TOTAL participation: September 1.

B. Church and Privately Operating Day Care Centers

1. As of the first week in May all 260 centers will receive letters outlining our purpose and including attached pamphlets; the request would be made for an expression of interest in and willingness to participate, or for a telephone call requesting further information or personal contact.

2. FOLLOW-UP - June 1 - Announcement regarding, and invitation to attend WORKSHOP.

3. FOLLOW-UP - June 1 - Phone contact with those not yet responding, and visits to their centers.

4. Questionnaire to private centers - July 15.

III. PRESENTATION TO THE COMMUNITY AT LARGE

A. Beginning: September, 1970, community-wide institute.

B. Efforts in Area II, above, precede and pertain to this need.

C. October: Involvement of Industry through workshop.

D. By November: A film or slide presentation will have been developed and ready for presentation to various interest groups such as Junior League, Kiwanis, Lions, JC's, Women's Clubs, and church groups. This presentation will be offered beginning in November, and continue for as long as necessary or effective.

IV. SURVEY OF COMMUNITY NEEDS FOR CHILD CARE

A. At this point, it does not seem necessary to launch a formal study. However, HUD and the YWCA have already made requests for information, and other agencies will probably follow suit.

B. By May 1 we would hope to have a report on needs for child care in disadvantaged areas compiled and available.

C. By July 1 we would hope to have an updated report on total community needs available.

D. This area is an on-going function, and hopefully we will be able to make use of studies and materials already available. At the same time, we may come to the conclusion that a more definitive study is necessary.

E. One area of particular concern is trying to establish with some validity the actual numbers of women "babysitting" in their homes with infants and toddlers, and the numbers of children involved in this manner.

MIAMI PROPOSED TIME-TABLE

V. CONTINUING EFFORTS AIMED AT ESTABLISHING A STATE LEVEL ORGANIZATION

A. April 25 - a follow-up letter to Mr. Roberts requesting information regarding what is being done, and bringing him up to date on our agency's progress.

B. Follow up - June 1 - if no response received - additional letter noting our progress and delineating specifically why a state organization is needed...

C. Target date- August 1 - Some commitment regarding State organization.

VI. FUND RAISING EFFORTS

A. Through existing agencies - immediate goal, operational funds for a year.

1. Approach United Fund - April 20 to 24.

2. Approach Model City - After May 1.

3. Approach EOPI - After May 1.

4. Approach HUD - After May 1 (Tenant Services Grant program under Title II-B of HUD Act of 1968).

B. Through review of Federal Programs and Grants - already into effect.

C. Through Private Sources

1. Precipitating efforts include:

a. workshops
b. general assembly
c. expansion of base of participating agencies
d. September workshop

2. As of November - in giving presentations to interest groups listed under III-D.

VII. EFFORTS TOWARDS ACTUAL COORDINATION AMONG PARTICIPATING AGENCIES

A. Program coordination

1. Establish a committee of participating member agencies

and general assembly members as of July 1 in order to explore immediate areas of program coordination needs and possibilities.

a. medical and psychological services which might be extended to all participating centers

b. specialists available which can offer enrichment of existing programs in participating agencies

(1) personnel from the communities' libraries
(2) nutritionists
(3) educational consultants
(4) social work services consultants
(5) art teachers

c. other areas

2. Establish a repository of supplies available for program enrichment (beginning immediately)

a. catalogues of equipment available
b. a library on programming needs
c. audio-visual equipment for loan
d. actual "necessities" such as costs, first aid, tables, play equipment, such that could be garnered through donations.

B. Staff Development

1. Initiate workshops as proposed, the first pertinent one scheduled for JULY.

2. Beginning June 1, initiate survey of existing training programs and costs, and investigate means of making these more available and palatable to those involved in programs.

3. Investigate other resources for more intensive and shorter term training programs, beginning as of June 1.

4. Initiate visitation programs between participating centers, target date, Mid July.

5. Set up committee, as of July 1, to consider training or "internship" possibilities in participating centers, aiming for September as date of actually initiating this.

C. Administrative Coordination

1. Establish committees to investigate possibilities of coordination in terms of:

   a. establishment of personnel referral system and centralized personnel files, possibly personnel recruitment

   b. development of referral systems which will facilitate the transfer of a child from one program to another

   c. development of common purchasing arrangements

      (1) food
      (2) medicine
      (3) toys
      (4) equipment

   d. establishment of coordinated use of existing equipment, transportation and facilities

   e. development of joint activities, such as field trips

2. Target dates:

   a. committees organized by July 1

   b. committee recommendations by mid-September

   c. recommendations put into effect according to time schedule recommended by the committees

San Antonio February 11, 1970

ADMINISTRATIVE AGREEMENT

1. We the undersigned participating agencies agree that we have defined the types of children and families to be served by each agency; the geographic area served by each agency and the kinds of services to be provided.

2. We agree that after further examination of all services has been made, we will make every effort to end duplications and gaps should they exist.

3. We further agree to determine whether the children in greatest economic need are the ones being served and whether the individual parents are being provided a choice of services in particular areas.

| NAME | AGENCY |
|---|---|

## STAFF DEVELOPMENT AGREEMENT

San Antonio February 11, 1970

1. Whenever a participating agency schedules in advance a staff development session which outside professionals or paraprofessionals could attend without detracting from the agency's purpose, that agency will inform the 4-C office, which might coordinate invitations, meeting site, special arrangements, etc. Such staff development could include social services counseling, educational content or techniques of early childhood programs and a variety of in-service training.

   Other agencies agree to arrange time for suitable professionals to participate in these open, scheduled staff development sessions.

2. In reference to short-term training grants or professional development grants attracted to the community through 4-C, the undersigned participating agencies agree to review the capabilities and needs of their staffs and to refer suitable nominations for such training programs to the 4-C office.

The undersigned also agrees to lend whatever expertise he has in the plans for the grants, i.e., curriculum, staff, etc.

NAME AGENCY

Arkansas

AGREEMENT ON METHODS FOR COOPERATION
IN APPROVING AND MONITORING PROGRAMS

A. Recognition of Local 4-C Committees

Procedure for reviewing requests from local groups for recognition as a 4-C Committee:

1. A local group shall submit its proposal to the Administering Agency of the State 4-C Committee.
2. The Administering Agency shall forward copies of the proposal to all members of the State 4-C Committee and to the FRC.
3. The Executive Committee shall meet, review the proposal and recommend:
   a. approval
   b. disapproval due to duplication of services
   c. request for additional information
4. Minutes of the Executive Committee meeting shall be sent to each member of the State 4-C Committee with a ballot containing two choices:
   a. agreement with the decision of the Executive Committee
   b. disagreement with the decision of the Executive Committee
5. Results of the poll will be sent to all State 4-C members and the FRC.
6. In case a majority of the membership disagrees with the recommendations of the Executive Committee, the matter will be solved in a regularly scheduled or called meeting of the State 4-C Committee. Copies of the meeting shall be sent to the FRC.

B. Monitoring of Programs

In order to establish and maintain program coordination the Arkansas State 4-C Committee agrees that:

1. Responsibility assigned to an agency by legislative action shall continue to be vested in that agency.
2. Each agency, organization or group represented on the State 4-C Committee shall designate a member to serve on a team for site visits; the agency, organization or group shall donate staff time. Each team shall have at least one member from the agency responsible for the activity to be evaluated.
3. The Administering Agency of the State 4-C Committee shall coordinate program evaluating activities in cooperation with the agency responsible for the activity to be evaluated.
4. Site visits for programs for which the state has a responsibility shall be scheduled once a year. The State 4-C Committee may request additional site visits, or may vote that a visit for a particular program is not necessary in a given year.

5. An evaluation report shall be submitted to the agency evaluated and the State 4-C Committee after each site visit. This will enable them to:
   a. be familiar with programs and with the inter-relationship between programs
   b. organize an effective base of support, at the state level, for needed programs
   c. identify areas of concern where technical assistance would be helpful.

On behalf of this Agency, I wish to concur with this agreement.

_____
(Title)

_____
(Agency)

July 9, 1970
(Date)

ARKANSAS COORDINATIVE AGREEMENT

AGREEMENT BETWEEN ARKANSAS EMPLOYMENT SECURITY DIVISION , AND THE ARKANSAS STATE 4-C COMMITTEE

The Arkansas Employment Security Division, recognizing the need for a coordinated and cooperative program of child care services in this state, agrees to join with the State 4-C Committee to provide better services to children and families in our state.

The Arkansas Employment Security Division, recognizes that, through the efforts of the State 4-C Committee, cooperative arrangements should be made to provide for joint staff development progams which would be beneficial to the entire state.

The Arkansas Employment Security Division, agrees to cooperate with the State 4-C Committee efforts to further a coordinated effort to provide more complete and coordinated services to the state and to eliminate as much duplication of effort as possible.

The Arkansas Employment Security Division and the Arkansas State 4-C Committee agree to cooperate in:

1. assisting in placing children of parents enrolled in the Work Incentive Program in child care facilities.

2. assisting in placing children of parents of other training programs in child care facilities.

| ARKANSAS STATE 4-C COMMITTEE | ARKANSAS EMPLOYMENT SECURITY DIVISION |
|---|---|
| (Authorized Signature) | (Authorized Signature) |
| (Title) | (Title) |
| (Date) | June 4, 1970 (Date) |

AGREEMENT ON ARKANSAS STATE 4-C COMMITTEE PLAN

On behalf of this agency I wish to concur with the plan for the Arkansas State 4-C Committee.*

_____
(Signature)

_____
(Title)

_____
(Agency)

_____
(Date)

Comments:

*EDITOR'S NOTE: The plan referred to is an extensive explanation of how the public State agencies, with their services and clientele outlined, will function cooperatively in a child care planning process.

# SECTION IV

# SELECTED REFERENCE SOURCES

One of the most useful functions of a 4-C committee is serving as a reference source or information clearing-house at the local level on topics related to coordinated services for children. This bibliography is designed as a basic guideline for interested communities and 4-C committees to help them obtain information on day care, child development, and similar subjects.

Only articles and publications that are not likely to go out of date soon and that would thus make valuable additions to a library or clearing-house stockroom are listed. Emphasis is placed on materials that are relatively inexpensive, easy to obtain, and readily available in quantity. The textbooks listed are predominant in the field and might be found in local public libraries. New and useful materials published within the year are included and sources for current bibliographies are suggested.

Readers may find one or more of their favorite titles or authors missing; no judgement as to the quality of authors or titles is intended by omission from this limited listing. Nor does a document's inclusion on this bibliography mean the endorsement of the DCCDCA.

Publications are organized under the following headings:

I. Community Concerns

- A. Changing Community
- B. Organizing for Action

II. Day Care Program Development

- A. Program Planning Guidelines
- B. Program Management, Supportive Services, Parent Involvement
- C. Funding Information and Federal Regulations
- D. Staff Development and Training

III. Child Development and Child Rearing

IV. Early Childhood Education

A. Overview

B. Program Models

V. Organizations and Journals

VI. Other Sources of Information, Film Lists, Bibliographies

An "Author Index" appears at the end of this bibliography.

## SELECTED REFERENCE SOURCES FOR 4-C COMMITTEES

### I. COMMUNITY CONCERNS

#### A. The Changing Community

Association for Childhood Education International. The Child's Right to Quality Day Care. $.20.

The Association for Childhood Education International argues that it is society's responsibility to provide quality day care facilities for its children.

Biber, Barbara. "Challenges Ahead for Early Childhood Education," Young Children. March, 1969. National Association for the Education of Young Children, Washington, D.C. 20009. Publication No. 204. $1.35.

This thoughtful analysis supports the need for education as a tool for human development in all its various facets. Part of this educational process must be the interdependence of the child, his family, and his school.

Biddle, William W. and Biddle, Loureide J. The Community Development Process; The Rediscovery of Local Initiative. 1965. Holt, New York. 334pp. $8.50.

Describes methods by which social improvements can be expedited by local citizens.

Bronfenbrenner, Urie. Two Worlds of Childhood. 1970. Russell Sage Foundation, New York. 190pp. $7.95.

An especially readable cross-cultural study of child-rearing, with far reaching implications.

Chilman, C.S. Growing Up Poor. 1966. U.S. Department of Health, Education and Welfare, Welfare Administration, Division of Research. Government Printing Office. $.45.

An overview and analysis of research on the child rearing and family life patterns in the United States today, comparing the patterns of the very poor with those associated with family stability and optimum development of the children.

Department of Health, Education and Welfare. Spotlight on Day Care. 1966. Single copies available through Children's Bureau, Publication No. 438. Additional copies available through Government Printing Office. 173pp. $.55.

Community leaders concerned with the development of child development services speak to the need for programs and the value of these programs to increasing the quality of life for us all.

Greenberg, Polly. The Devil Has Slippery Shoes. 1969. Macmillan, New York, 10022. 680pp. $14.95.

The enthralling story of the Child Development Group of Mississippi. The successes, the failures, the stumbling blocks, and most of all the humanity of how people grow in self realization through working for children.

Hedges, J. "Women At Work," Monthly Labor Review. June 1970. U.S. Department of Labor, Bureau of Labor Statistics. $.75.

Women workers and manpower demands in the 1970's. Implications of the projected need for child care services for children of working mothers can be surmised after reading this report.

Hunt, J. McVicker. The Challenges of Incompetence and Poverty 1970. University of Illinois, Urbana, Illinois. Pp xi + 289. $9.50.

Papers on the role of early education.

Irelan, L.M. (Ed.). Low Income Life Styles. 1966. U.S. Department of Health, Education and Welfare, Welfare Administration, Division of Research, Washington, D.C. Government Printing Office. $.35.

A set of papers that set forth in detail the characteristic behavior of the poor in their outlook on life, family patterns, health practices, and buying habits. Useful to persons or groups trying to improve the quality of life for a segment of the population.

Joint Commission on Mental Health of Children. Crisis in Child Mental Health, Challenge for the 1970's. Harper and Row, New York. A digest can be obtained from the Joint Commission, 44pp. $1.50. Through Harper and Row, 578pp. $10.00.

A thorough examination of all aspects of child development bearing on mental health with recommendations for a comprehensive national network of preventive and remedial services to children and families.

Low, S., and Spindler, P. Child Care Arrangements of Working Mothers in the U.S. 1968. Department of Health, Education and Welfare, Social and Rehabilitation Service, and U.S. Department of Labor, Wage and Labor Standards Administration. Children's Bureau Publication No. 461. 115pp. $1.25.

A useful document as the basis for assessing the variety of child care arrangements. Community surveys of needs can start with this overall picture.

Mayer, Anna B., and Kahn, Alfred. Day Care is a Social Instrument. 1965. Columbia University School of Social Work, New York. 161pp. $1.50 postpaid.

Mead, Margaret. "Working Mothers and Their Children," Manpower. June 1970. Department of Labor, Washington, D.C. $.25.

Finds the trend towards more mothers working while institutions care for their children unhealthy.

National Education Association. What is Nursery Education? 1962. Early Kindergarten Nursery Education Branch, Washington, D.C. Brochure. $.10.

Designed for public information, this publication briefly describes what nursery school education is, what the nursery school age child is like, and ways in which teachers and parents can work together to provide an effective program.

Ruderman, F.A. Child Care and Working Mothers: A Study of Arrangements made for Day-Time Care of Children. 1968. Child Welfare League of America, New York. 378pp. $7.50.

A variety of community attitudes toward group care programs are documented. Implications for education of all segments of the public to the need for child care services become obvious from this study.

Weingarten, Violet. The Mother Who Works Outside the Home. 1961. Child Study Association of America, New York. Publication No. 420. 25pp. $.65.

For the mother who has a job or is considering one, this booklet, warmly and wittily written, offers many sensible suggestions, and explores some problems facing mothers in a changing society.

Willner, Milton. "Unsupervised Family Day Care in New York City," Child Welfare Journal. 1969. Child Welfare League of America, New York. v. 48, pp 342-347. $.75.

Lack of supervision of homes caring for young children can result in dangerous situations for children, uncertainty for parents, and confusions and/or animosity on the part of day caretakers.

B. Organizing for Action

Costin, Lela B. "New Directions in the Licensing of Child Care Facilities," Child Welfare Journal. February 1970. Child Welfare League of America. V49. Pp. 64-71. $.75.

Day care is licensed in most states. In some areas, the time has come to examine the licensing procedure in order to make it more responsive to the needs of children and the responsibilities of communities.

Department of Health, Education and Welfare. Day Care Services. 1964. Social and Rehabilitation Service, Washington, D.C. Children's Bureau Publication No. 420. 44pp. Single copies free from the Office of Child Development.

What day care programs are, how they operate, and who they serve are discussed in this introductory pamphlet on day care services. A useful public education piece for those unfamiliar with day care.

Draper, B.T. (Ed.). Parent Involvement Workbook. 1968. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. Single copy free.

Parents as an integral part of child development programs can learn techniques for working with children in programs through this guide. Suggestions for community development activities are also included.

Fradkin, Helen. Organization of Services That Will Best Meet Needs of Children. 1969. Columbia University School of Social Work, New York. Available through University Book Service 269 East 34th Street, Brooklyn, New York 11203. 179pp. $2.00.

Glover, Elizabeth. Guide for Board Organization and Administrative Structure. 1963. Child Welfare League of America Second printing of a standard reference. Publication No. Am-25. 34pp. $1.00.

A useful document for those groups contemplating the development of services to children and families.

Kadushin, Alfred. Child Welfare Services: A Sourcebook. 1970. Macmillan, New York. 512pp. $8.95.

Documents procedure for offering child welfare services with information for putting procedures into practice. Evaluates effectiveness of various services through brief presentation of research projects.

Lourie, Norman V. "Community Public Welfare Service," Public Welfare. January 1966. v24. pp 65-72 and p90.

An approach to community organization that makes the total community the focus of concern with all institutions and services related to the solution of a community's problems.

Milich, C., Prescott, E., and Jones, E. Final Report: Institutional Analysis of Day Care Programs. Part II, The Growth of an Institution. February 1971. Educational Resource Information Center, Urbana, Illinois 61801. Available through ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. 187pp. $.10 per page xerox copy.

Day care programs operating under a variety of auspices with various program goals are examined. The strengths and weaknesses of each one are examined carefully.

Thelen, Herbert A. Dynamics of Groups at Work. 1954. University of Chicago. Available through the Child Study Association of America, New York. Publication No. 920. 374pp. $2.45.

A discussion of what makes various kinds of groups function constructively, including the many possible roles of the leader, how the group process can contribute to individual change and how it may be used to bring about social change. A useful book for anyone concerned with citizen participation, classroom teaching, in-service professional training, administration and management, human relations training or public meetings.

## II. DAY CARE PROGRAM DEVELOPMENT

### A. Program Planning Guidelines

American Academy of Pediatrics. Standards for Day Care Centers for Infants and Children Under 3 Years of Age. December 1970. American Academy of Pediatrics, 1801 Hinman, Evanston, Illinois 60204.

Minimum requirements of programs.

Association for Childhood Education International. Housing for Early Childhood Education. 1968. 84pp. $1.50.

Arrangement of space in a variety of ways is basic to planning for day care centers. Imaginative approaches to building and rooms are discussed and illustrated.

Boguslawski, D.B. Guide for Establishing and Operating Day Care Centers for Young Children. 1966. Child Welfare League of America, Inc., New York. 100pp. $2.50.

This guide is considered the basic document for program planning.

Child Welfare League of America, Inc. Standards for Day Care Service. 44 East 23rd Street, New York. 1966. 123pp. $2.50.

These standards are accepted as the goals for high quality comprehensive services to children and families.

Day Care and Child Development Council of America, Inc. Planning for Day Care. 1426 H Street N.W., Washington, D.C. 20005. $.50.

This outline notes the steps that should be taken as a community begins to plan for the development of child care services. Simply stated with recommendations for action.

Day Care and Child Development Council of America, Inc. Licensing Packet. 1970. 1426 H Street N.W., Washington, D.C. 20005. 6pp $.35.

An overview of licensing in the United States with general statements concerning the licensing procedure. Recommendations as to how licensing might be simplified and yet assure quality care are included.

Department of Health, Education and Welfare. Licensing for Child Care Facilities by State Welfare Departments. 1968. Children's Publication No. 462. 63pp. $.35.

The rationale for licensing and how it is administered at the state level.

Department of Health, Education and Welfare. Day Care for Your Child in a Family Home. 1964. Social and Rehabilitation Service. Children's Bureau Publication No. 411. 14pp. $.15.

Assists mothers in knowing what care they should seek for their children when they are away from them.

Department of Health, Education and Welfare. Day Care for Other People's Children in Your Home. 1964. Children's Bureau Publication No. 412. 17pp. $.15.

Tells women who do not have access to the help of social agencies how to give the best possible care to the boys and girls they take into their homes.

Federal Panel on Early Childhood. Federal Interagency Day Care Requirements. 1968. U.S. Department of Health, Education and Welfare, Social and Rehabilitation Services. Children's Bureau Publication FPEC-2. 17pp. Single copies free from the Office of Child Development.

These requirements must be met by any day care program utilizing Federal Funds.

Frank, Lawrence C. The Fundamental Needs of the Child. 1967. N.Y. State Commission on Mental Hygiene, 105 East 22nd Street New York. $.15.

This small pamphlet contains guidelines for enriching the growth and development of children with implications for childhood education.

Hasse, Ronald W. Designing the Child Development Center. 1968. Office of Economic Opportunity, 1200 19th Street N.W., Washington D.C. 20506. No charge.

Plans and discussions as to how centers for children might be renovated or constructed. This puts forth the needs of children and ways of meeting the space needs.

Kretchivsky, Sybil; and Prescott, Elizabeth. Planning Environment for Young Children: Physical Space. 1969. National Association for the Education of Young Children, Washington, D.C. 56pp. $1.50.

Based on research with children in day care, this planning guide shows how a variety of programs have arranged their space and their buildings for early childhood programs.

National Association for the Education of Young Children. Some Ways of Distinguishing a Good School or Center for Young Children. 1965. 1629 21st Street N.W., Washington, D.C. Leaflet. Single copies free.

Revised edition. Sixteen points to help parents answer such questions as: How can we tell a "good" nursery school or center for young children from a poor one?

Peet, Anne. Helps for Parents in Housing. 1967. The Play Schools Association, 120 West 57th Street, New York 10019. $.75.

For community groups planning programs, this brief and explicit guide is a valuable tool for program development.

Prescott, Elizabeth: and Jones, Elizabeth. Group Day Care as A Child-Rearing Environment. 1970. National Association for the Education of Young Children, Washington, D. C. 445pp. $18.00.

Extensive research provides a valid rationale for programs of child development. Group size, teacher attitudes, and arrangement of space are closely related to the positive effect of these programs on children.

Prescott, Elizabeth. A Pilot Study of Day Care Centers and Their Clientele. 1965. Department of Health, Education and Welfare, Welfare Administration. Children's Bureau Publication No. 428. 40pp. Single copies free from Office of Child Development.

This booklet addresses a variety of programs, program components and program emphasis.

Project Head Start. Rainbow Series. Available through the Office of Child Development. Post Office Box 1182, Washington, D.C. 20013. No charge.

Fourteen pamphlets covering all aspects of programming for young children form a basic and comprehensive learning and training tool for those planning day care services.

Provence, S.A. Guide for the Care of Infants in Groups. July, 1966. Child Welfare League of America, Inc., New York. 8pp. $2.50.

An indispensable guide based on the simple thesis: Infants should be well cared for. It provides, in relatively compact form, essential information about infant development, care, and nurture with special reference to providing these in a group setting. The special chapters addressed to program planners and those who take care of infants are unique.

Taylor, Katherine. Parents and Children Learn Together. 1967. Teachers College Press, New York. 330pp. $4.95.

A guide for establishing and conducting a parent cooperative nursery school.

B. Program Management, Supportive Services, Parent Involvement

Association for Childhood Education International. Equipment and Supplies. 1968. (Revised Ed.) 120pp. $1.50.

Auerbach, Aline B. Parents Learn Through Discussion: Principles of Parent Group Education. 1968. John Wiley and Sons, New York. 358pp. $7.95.

In cooperation with the Child Study Association of America, an eminent authority in parent education presents the goals and methods of group education for parents. She offers a detailed practical guide for all those working with groups of parents, expectant parents, unwed mothers, and parents of physically or emotionally handicapped children. This approach is also applicable to work with groups of adoptive parents, foster parents, as well as groups of older people and teen-agers.

Child Welfare League of America, Inc. Guide for a Health Program in Day Care Service. 1969. 44 East 23rd Street, New York 10010 $2.50.

Child Welfare League of America, Inc. Standards for Day Care Service. 1969. 44 East 23rd Street, New York. 10010. 123pp. $2.50.

These standards are accepted as the goals for high quality comprehensive services to children and families.

Keister, Dorothy. Consultation in Day Care. 1968. North Carolina Institute of Governments, P.O. Box 990, Chapel Hill, North Carolina 27514. $1.00.

Ongoing assistance in the operation of day care services, assessment of program quality, techniques for working with day care program operators are spelled out in a useful document. Specific suggestions for training programs are included.

Kraft, Ivor; and Chilman, Catherine S. Helping Low-Income Families Through Parent Education: A Survey of Research. 1966. U.S. Department of Health, Education and Welfare, Social Rehabilitation Service, HEW So. Building, 4th and C Streets S.W. Room G-024, Washington, D.C. 20013. No charge for publication.

U.S. Department of Health, Education and Welfare. Homemaker Service: How It Helps Children. 1967. Social and Rehabilitation Service, Children's Bureau Publication No. 443. 24pp. $.35.

Homemaker services are needed as a support to families who need assistance for more than the day care. Planning for these services and the development of programs are contained in this booklet.

U.S. Department of Housing and Urban Development. Improving the Quality of Urban Life. December 1967. Government Printing Office, Washington, D.C. $.50.

Day care is often mentioned as part of a comprehensive Model Cities program. An overview of the concepts of the Model Cities program is examined in an easily understood public education piece.

C. Funding Information and Federal Regulations

Department of Health, Education and Welfare. Guides on Federal Regulations Governing Service Programs for Families and Children. 1969. North HEW Building, Room 4513, Washington, D.C. 20201. No charge for publication.

Title IV-A and B, Social Security Act.

Department of Health, Education and Welfare. Financial Assistance Programs for the Handicapped. 1968. North HEW Building, Room 4513, Washington, D.C. 20201. 60pp. Free.

Department of Health, Education and Welfare. Elementary and Secondary Education Act Title I Program Guide #44. 1968. Office of Education, Washington, D.C. 20202. 19pp. Single copies free from the Office of Education.

Revised criteria for the approval of Title I, Elementary and Secondary Education Act, applications from local educational agencies.

Executive Office of the President. Catalog of Federal Domestic Assistance. 1970. Office of Economic Opportunity, Information Center, Washington, D.C. Available through Government Printing Office, Washington, D.C. Subscription $6.75.

House of Representatives. Compilation of the Social Security Laws. January 1968. 90th Congress, 2nd Session, Washington,D.C. Available through Government Printing Office, Document No. 266. Volume I and II. $1.75 each.

The Appalachian Regional Commission. Federal Programs for Young Children. Volume I. 1666 Connecticut Avenue N.W., Washington, D.C. 20235. $2.50.

A current listing and detailed description of over 200 Federal programs which support services for children under six years of age.

D. Staff Development and Training

Baker, K.R., and Fane, X.F. Understanding and Guiding Young Children. 1967. Prentice Hall, Englewood Cliffs, New Jersey. 348pp. $8.52.

This attractive and simply written book can be used as a basic text for child development or child care course. Ample teaching aids and photographs make it especially useful with those who do not read easily, yet it is written on an adult level. The authors have prepared a companion syllabus, Teachers Guide for Understanding and Guiding Young Children with bibliography and film suggestions.

Mayer, Greta; Krim, Elaine and Papell, Catherine. Contributions to Staff Development in Understanding the Needs of Children and Their Families. 1965. Child Study Association of America, 9 East 89th Street, New York. 10028. Publication No. 728. 6pp. $.35.

A project report of consultation to the teaching staffs of three day care centers. The project attempted to give teachers special skills to increase their effectiveness with families without seeking to train them in social work methods.

Naylor, Naomi LeB., and Bittner, Marguerite. Curriculum Development Program for Preschool Teacher Aides: Final Report. 1967. Southern Illinois University, Center for the Study of Crime, Delinquency and Correction, Edwardsville, Illinois. 62026. $1.50.

Palmer, Mary Watson. Selected Reading for Day Care Aides. 1968. National Federation of Settlements and Neighborhood Centers, 232 Madison Avenue, New York 10016. $1.65.

A bibliography.

Pearl, A., and Riessman, F. (Eds.). New Careers for the Poor; the Non-Professional in Human Service. 1965. Free Press, New York 273pp. $6.95.

US Department of Health, Education and Welfare. Child Care and Guidance. 1967. Office of Education, Washington, D.C. 20202. 50pp. $.50.

A suggested post-high school curriculum. Recommendations for training for professional competence in the child care fields. A variety of course offerings are suggested for different levels of accreditation.

## III. CHILD DEVELOPMENT AND CHILD REARING

Almy, M. Young Children's Thinking. 1966. Teachers College Press, Columbia University, New York. 153pp. $2.45pb.

Child rearing and early childhood education should be structured around the way a child grows and how his behavior reflects that growth.

Auerbach, Aline B. The Why and How of Discipline. 1969. Child Study Association of America, New York 10028. Publication No. 412. 36pp. $.75.

With simplicity and understanding, the author discusses some of the ordinary, everyday problems parents face in bringing up a child, recognizing the special difficulties of child rearing in a time of rapid social change.

Auerbach, Aline B. How to Give Your Child a Good Start. Revised Edition, 1961. Child Study Association of America, New York 10028. Publication No. 300. 12pp. $.35.

An excellent, simply written outline of some problems a parent faces in rearing babies and pre-schoolers - from eating, sleeping, toilet training, disobedience, and thumb sucking, to a new baby's arrival.

Auerbach, Aline B. Behavior: The Unspoken Language of Children. Revised edition, 1967. Child Study Association of America, New York 10028. Publication No. 302. 12pp. $.35.

Dittman, Laura. Children in Day Care With Focus on Health. 1967. Department of Health, Education and Welfare, Social Rehabilitation Service, Washington, D.C. 20201. Children's Bureau Publication No. 444.

A readable overview of the values to children of well planned and supervised programs for children cared for outside of their own homes. Child development principles are interwoven with recommendations for quality programs.

Fraiberg, S.H. The Magic Years. 1959. Charles Scribner's Sons New York. $2.45. (Paper back.) 305pp.

This classis tells about how children grow and what they are like during the early years. This is how one mother enjoyed her children; implications for enjoying and teaching all children.

Frank, Lawrence C. On the Importance of Infancy. 1969. Random House, New York. 207pp. $2.25.

Focuses attention on the importance of infancy as a crucial period in human development. Discusses infancy as a complex series of interrelated events, and regards infants as sensitive indicators of the quality of integrity of our national life.

Hymes, J. L., Jr. The Child Under Six. 1963. Prentice Hall, Englewood Cliffs, New Jersey. 352pp. $6.95.

Highly readable book discussing various aspects of growth and development of young children and useful suggestions of further reading.

Maier, Henry. Three Theories of Child Development. Revised edition, 1969. Harper and Row. $7.95.

Presents the major premises of Erikson, Piaget and Sears, identifies similarities in and differences between these theories; shows the three theories in practice.

McCandless, B.R. Children: Behavior and Development. 2nd edition, 1967. Rinehart and Winston, Inc., New York. $10.75.

Deals with developmental processes as seen in various characteristics of the child and with the cultural and professional factors that may affect them.

Stone, L. Joseph; and Church, Joseph. Childhood and Adolesence. Revised edition, 1970. Random, New York. $12.95.

A revised edition of an outstanding book on child development, emphasizing the dynamic process of growth toward maturity and written with empathy for both parents and children. The revisions take into account the newest research dealing with the prenatal, newborn, and infancy periods and later cognitive developments. Its excellent bibliography, and list of films will increase its usefulness for the trainer.

U.S. Department of Health, Education and Welfare. Infant Care. 1963. Children's Bureau Publication No. 8. 180pp. $.20.

Designed to help mothers and fathers take care of their babies -- especially a first baby. Its advice is based on the experience of doctors, nurses, nutritionists, psychologists, and parents. Infant Care was first published in 1914, and is now in its eleventh edition.

Wolf, Anna, W.M. The Parents Manual. 2nd edition, 1962. Federick Ungar Publishing Company, New York. 332pp. $5.00 (Paper back)

Written in layman's language by a counselor who is a parent, this book answers many questions parents ask. Particular emphasis is placed on guiding the emotional development of young children.

Wolf, Katherine M., and Auerbach, Aline B. As Your Child Grows. 1962. Child Study Association of America, New York. Publication No. 301. 30pp. $.60.

The dramatic changes in the first year and a half of life, and the many possible variations in growth and behavior, are clearly and thoughtfully described in this widely used pamphlet. New mothers especially will find of value the practical suggestions about feeding problems, playing and sharing, and reactions to strangers.

Woodyard, O.M. The Earliest Years: Growth and Development of Children Under Five. 1966. Pergamon Press, New York. 134pp. $2.45 (Paper back).

Considers child development from birth through age five. Includes a chapter on the value of play, and a chapter on nursery school education to meet the needs of the young children.

## IV. EARLY CHILDHOOD EDUCATION

### A. Overview

Association for Childhood Education International. Early Childhood: Crucial Years for Learning. 3615 Wisconsin Avenue N.W. Washington, D.C. 20016. 92pp. $1.25.

While several of these 20 or more articles selected from the Childhood Education Journal, deal with kindergarten and nursery school, others have general significance for the sound development of children and deal with current issues of social significance.

Association for Childhood Education International. Nursery School Portfolio. 3615 Wisconsin Avenue N.W., Washington, D.C. $1.50.

Suggestions for curriculum in the nursery school with specific recommendations for activity are equally appropriate for day care programs and for preschool children.

Dittman, Laura (Ed.). Early Child Care: The New Perspectives. 1968. Atherton Press, New York 10011. 385pp. $9.95.

Research in group care of children under three years of age is documented. Models of several pilot programs in this area are examined in easily understood narrative.

Hymes, J.L. Teaching the Child Under Six. 1968. Charles E. Merrill Publishing Company, Columbus, Ohio. 160pp. $5.25.

Child development principles as the basis for structuring a curriculum for young children.

Keister, M.E. The Good Life for Infants and Toddlers. 1970. National Association for the Education of Young Children, Washington, D.C. 20009. Publication No. 124. 48pp. $1.50.

Report on an infant care demonstration project at the University of North Carolina.

Read, K. The Nursery School. Revised edition, January, 1971. W.B. Saunders Publishers, Philadelphia. 464pp. $6.75.

The structure, curriculum, and the role of the nursery school in the development of young children is explored. This is a basic text, easily readable, for the training of teachers to work in preschool settings.

B. Program Models

Armington, David. Plan for Continuing Growth. Educational Development Center. 55 Chapel Street, Newton, Massachusetts. Brochure. Single copies no charge.

Eudcational Development Center has a large number of free pamphlets available. This deals with the application of Infant School techniques in follow-through programs: Leicestershire Revisted by William Hull; excerpts from the Plowden Report; and Reading In Informal Classrooms, by Rosemary Williams.

Bereiter, Carl and Engelmann, Siegfried. Teaching Disadvantaged Children in the Preschool. 1966. Prentice Hall, Englewood, New Jersey. 312pp. $9.95.

Utilizing a variation of operant conditioning, the authors outline the rationale and techniques for language development and stimulating thinking processes in preschool children.

Caldwell, Betty M., and Richmond, Julius B. "Programmed Day For the Very Young Child," Child Welfare Journal. March 1965. Child Welfare League of America, New York. Volume 44. Pp. 134-142. $.50.

Describes a program, set up at State University of New York in Syracuse, which has as its aim the development of a day care program for children three years old and under to foster their subsequent educability.

Collins, A. and Watson, E. The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care. 1969. Tri-County Community Council,, Portland, Oregon. Publication available through Field Study of Neighborhood Day Care, 2856 North West Savier Street, Portland, Oregon, 97210. 80pp. No Charge.

A handbook for the organization and operation of a new approach to family day care. Field study of the neighborhood family day care system.

Day Care Council of New York, Inc. Education and the City Child. April, 1969. 121pp. Must pay postage and handling only.

Proceedings of a meeting where a variety of early childhood education models are examined and evaluated.

Gordon, Ira J., and Lally, Ronald. Intellectual Stimulation for Infants and Toddlers. 1967. University of Florida, College of Education, Institute for the Development of Human Resources, Gainesville, Florida 32601. 95pp. $3.00.

Using parents and trained professionals, the researchers have developed programs to be utilized in group settings and at home. Easily replicable techniques of infant stimulation are accompanied by developmental rationale.

Nellum, A.L. Associates. Evaluation of Employer-Sponsored Child Day Care Center for Children of Department of Labor Employees. September 1969. National Capital Area Day Care Association, Inc. Available through Department of Labor, Manpower Administration, Office of Research and Development, Room 100 Vanguard Building, 1111 20th Street N.W., Washington, D.C. 20210. No charge for publication.

The successes and difficulties of developing an on-site day care program to support working mothers.

Pines, M. Revolution in Learning: The Years from Birth to Six. 1968. Harper and Row, New York. 256pp. $5.95.

A description of the programs and teaching methods devised by various educators for stimulating and teaching the child from infancy to six years of age.

The Appalachian Regional Commission. Programs for Infants and Young Children. 1666 Connecticut Avenue N.W., Washington, D.C. 20235. Set of all five manuals for $5.75.

Part I - Education and Day Care
A descriptive atlas of specific programs illustrating the range of models now in the United States. $1.50.

Part II - Nutrition Programs
Descriptions of ongoing programs to provide food and nutrition information in communities. $1.00.

Part III - Health Programs
Examples of a variety of programs designed to deliver maternal and child health services. $1.50.

Part IV - Equipment and Facilities
A manual of space and equipment needs for programs for infant, toddler and preschool group care programs. Includes suggestions on space design and equipment quantities for various sized groups. $1.00.

U.S. Department of Labor. Child Care Services Provided by Hospitals. 1968. Labor Department Bulletin No. 295. Single copies free from Women's Bureau, Washington, D.C.

A number of hospitals are finding that child care services supportive of the needs of their female staff are resulting in good care for children and a more consistent work force.

Wade, Camille. "The Family Day Care Program in Milwaukee: A 3-Faceted Approach to Community Enrichment", Child Welfare Journal. June 1970. Child Welfare League of America, Inc., New York 10010. Volume 49. Pp 336-341.

Discussion of the operation of this agency-sponsored program providing enriched services to children and families utilizing day care homes.

Wann, K.D., Dorn, M.S., and Liddle, E.A. Fostering Intellectual Development in Young Children. 1965. Teachers College Press, Columbia University, New York. 140pp. $2.25.

Building on the curiosity, enthusiasms, and intelligence of young children through a rich environment and highly skilled and imaginative teachers. Narrative style with a number of case examples of teaching techniques.

## V. ORGANIZATIONS AND JOURNALS

These publications are listed primarily as a source of articles and reviews, studies and comments and are available in libraries, especially those connected with universities.

American Journal of Orthopsychiatry. 1790 Broadway, New York 10019. An interdisciplinary journal published five times a year. Subscription is $12.00, available to members. Single issues $3.00.

Child Development. Published by the Society for Research in Child Development, University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637. $15.00 per year. One of three publications of the Society. The others are monographs of the Society for Research in Child Development ($12.00 per year) and Child Development Abstracts and Bibliography ($8.00 per year).

Childhood Education. Published by the Association for Childhood Education International, 3615 Wisconsin Avenue N.W., Washington, D.C. 20016. Membership in the organization ($6.00 regular, $2.50 student) includes the magazine.

While focused on schools, generally has a point of view of value to all professions working with children.

Children. Issued six times a year by the Children's Bureau, U.S. Department of Health, Education and Welfare. To subscribe send $1.25 to Government Printing Office, Washington, D.C. 20402.

An interdisciplinary journal which carries articles on topics of interest to those who work with children and families and also gives news of current developments, new books and pamphlets.

Child Welfare. Journal of the Child Welfare League of America, Inc., 44 East 23rd Street, New York 10010.

A professional journal concerned with the welfare of children, with practical methods, research and education, as they relate to child welfare services and with issues of social policy that have bearing on them. Published ten times a year. Subscription $5.00. Single issues $.75.

Exceptional Children. Published by the Council for Exceptional Children, 1201 16th Street N.W., Washington, D.C. Published ten times a year. Available to members at $8.50 per year; to agencies and libraries at $10.00. Also issued is a quarterly, Education and Training of the Mentally Retarded. $5.00 a year. Both are for professionals.

Young Children. Issued six times a year by the National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, D.C. 20009. Members of NAEYC receive Young Children as part of their membership privileges, non-members may subscribe for $5.00 annually.

Articles of interest to teachers and others working with young children (pre-school and nursery) and their parents in day care centers, camps, nursery schools, and other settings.

## VI. OTHER SOURCES OF INFORMATION, FILM LISTS, BIBLIOGRAPHIES

American Academy of Pediatrics, 1801 Hinman Street, Evanston, Illinois 60204.

American Rehabilitation Foundation, Institute for Interdisciplinary Studies. "Day Care Reference Sources - an Annotated Bibligraphy." 1800 Chicago Avenue, Minneapolis, Minnesota 55404. 1970. 29pp. $2.00.

American Social Health Association. "About Family Life Education," 1790 Broadway, New York 10019. Single copies free.

Compilation of resources available to those planning educational programs. Topics include national resources, film resources, study centers, curriculum guides, and journals.

Association for Childhood Education International, 3615 Wisconsin Avenue N.W., Washington, D.C. 20016

Publications and other information for those concerned with children two to twelve.

Bank Street College of Education, 69 Bank Street, New York 10014.

Publishes a listing of packets, books, booklets, and articles for teachers and parents, available through their bookstore.

Child Study Association of America, 9 East 89th Street, New York 10028.

Publishes a listing of selected books and pamphlets for parents and professionals, some of which are produced by the CSAA staff and others are selected by them for their value and utility.

Child Welfare League of America, 44 East 23rd Street, New York 10010.

Publications list. Contains books and pamphlets reprinted from journals or published by the League on such topics as administration, adoption service, child development, day care, foster care, group care, homemaker service, and services for unmarried parents. The CWLA has also published standards for services in seven areas such as adoption, foster family care, child protective service. Teaching aids, record forms and film lists are also available.

Day Care and Child Development Council of America, Inc., 1426 H Street N.W., Washington, D.C. 20005

List of publications available upon request.

Education Development Center, 55 Chapel Street, Newton, Massachusetts 02158.

EDC has a large number of free pamphlets available on day care and early childhood matters.

ERIC (Educational Research Information Center), University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61803

ERIC is a nationwide service for teachers, administrators and researchers who are seeking results of recent educational research and demonstration projects. Pertinent information on these areas is announced in Research and Education, a monthly publication. For subscription write to Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. $11.00 annually, or $1.00 per issue.

National Association for the Education of Young Children. 1834 Connecticut Avenue N.W., Washington, D.C. 20009

List of publications free from NAEYC.

Office of Child Development, Project Head Start, Post Office Box 1182, Washington, D.C. 20013.

"Films Suitable For Head Start Programs."

Office of Economic Opportunity, "OEO Film Guide," Publications Distribution, 5458 Third Street N.W., Washington, D.C. 20011. 1970.

This listing of more than 150 films includes films produced by the Office of Economic Opportunity, TV documentaries and a variety of poverty and poverty-related classics. It includes a large

section on films useful to staff and volunteers of child development programs. It also includes a listing of rental libraries throughout the country where many of the films are available free of charge and addresses of the major film distributors and suppliers of audio visual materials.

Pacific Oaks College, Pasedena, California 91105.

Publications list available.

Play Schools Association, 120 West 57th Street, New York 10019.

Films, play techniques for various settings, planning for excursions and materials for use in parent education are available.

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# A P P E N D I X

LIST OF 4-C PUBLICATIONS

Day Care: Everybody's Problem: A brochure briefly describing the child care crisis and the values of coordinating services. Useful for bulk distribution.

Four-C: Community Coordinated Child Care. Concept, Goals, Operation: A more detailed, but still concise folder on the 4-C program. Useful for bulk distribution.

Getting It Together: Community Coordinated Child Care: An illustrated booklet on the 4-C program and how it operates.

The 4-C Process: How to Begin in Your Community: Presents detailed information on how to start a local 4-C program.

Community Coordinated Child Care on the State Level: Starting A State 4-C Committee: Specifics on coordinating child care programs State-wide.

4-C News: A bi-monthly periodical containing articles on what's happening currently with 4-C committees around the country.

Human Resources for 4-C Committees: Contains names, addresses, and phone numbers of key people at the national and regional levels of the 4-C program.

Selected Reference Sources for 4-C Committees: A list of publications from many sources on child care and related matters.

Community Coordinated Child Care Program: A Federal Partnership in Behalf of Children. Summary of the Final Report. A short version of the final report on the pilot 4-C program, 1968-70, submitted by DCCDCA to OCD.

Historical Analysis of the Community Coordinated Child Care 4-C Program: Describes the genesis and early development of 4-C, particularly on the national and regional levels, covering mainly the period before the local and State pilot projects became active.